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ABSTRACT

A guide to instruction in English as a second language (ESL) in Alberta's junior high schools describes approaches and techniques to promote the language development of ESL students in all areas of the curriculum. The first section outlines the stages of cross-cultural adaptation and their implications for the classroom teacher. The second section reports on research on the characteristics of language, components of communication, and implications for second language learning. Section three addresses the particular needs of adolescent ESL students and how these needs may be met, including program options, support programs within the regular classroom, program design, content area teaching, use of paraprofessionals and volunteers, the role of support staff, and peer tutoring. The fourth section looks at assessment, evaluation, and placement techniques and reporting procedures. Instructional approaches and classroom techniques, including the effective use of equipment, are examined in the fifth section, and the final section provides suggestions for selecting resources for language and concept development and gives information on professional development opportunities and resources. Varied and substantial instructional materials and teaching suggestions are appended. (MSE)

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ESL INSTRUCTION IN THE JUNIOR HIGH SCHOOL: CURRICULAR GUIDELINES AND SUGGESTIONS

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ESL INSTRUCTION IN THE JUNIOR HIGH SCHOOL: CURRICULAR GUIDELINES AND SUGGESTIONS

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PREFACE

This service document supports the Junior High School Program of Studies and places a particular emphasis on language arts. The purpose of this guide is to describe approaches and techniques that promote the language development of English as a Second Language students in the junior high school. Since language development occurs in all classroom activities, this document will likely be useful to all teachers of students who are learning English as a second language, and not only to language arts teachers.

Information about second language acquisition is provided in the Alberta Education publication English as a Second Language/Dialect (ESL/D): Guidelines and Suggestions for the Administration and Organization of Programs.* This document familiarizes teachers with issues directly related to the programs needed by ESL students. Ideally, an ESL teacher should be available to assist classroom teachers with the instruction of ESL students; however, the classroom teacher must be prepared to assume a significant portion of the responsibility for the education of ESL students.

*English as a Second Language/Dialect (ESL/D): Guidelines and Suggestions for the Administration and Organization of Programs (Edmonton: Alberta Education, 1982).

SECTION I

CROSS-CULTURAL ADAPTATION

The junior high school ESL students' initial contact with the teacher and the school leaves a lasting impression that can influence their ability to maintain a positive self-image and develop attitudes conducive to learning and social adjustment. ESL students' experiences, values and expectations may be different from those of the teacher and their English-speaking peers. In addition, junior high ESL students are experiencing the identity challenges that all teenagers face. Knowledge of the linguistic, social, cultural and psychological implications of second language acquisition will help teachers plan a suitable program and develop effective methods of instruction for ESL students, both in the regular classroom and in the ESL class.

Isolation of ESL students from the regular junior high instructional program is not imperative as the language models provided by English-speaking peers have been found to be one of the greatest influences on language acquisition. However, the regular period of time used for instruction in language arts and social studies is an ideal opportunity for intensive ESL instruction. The teacher's instructional level and corresponding expectations of ESL students within the regular classroom should be appropriate for the level of English language proficiency these students have attained.

Programming for the needs of ESL students should include instruction that attempts to integrate classroom content in the ESL class rather than instruction that immerses them in a totally new program. For example, during the special ESL class grade seven home economics students could be given more extensive instruction in clothing and textiles to support their regular studies in a home economics course. ESL students benefit from regular classroom instruction, but they also need more extensive concept development at a more concrete level than the junior high curriculum suggests is necessary for English-speaking students. Extension and adaptation of concepts for the benefit of ESL students should take place in the regular classroom as well as in the ESL classes.

STAGES OF CROSS-CULTURAL ADAPTATION

English as a Second Language/Dialect (ESL/D): Guidelines and Suggestions for the Administration and Organization of Programs* provides a frame of reference for teachers involved in the education of ESL students. "Section II: The Nature of Culture" aids the teacher in understanding and becoming sensitive to the nature of the emotional challenges and changes which the ESL student experiences as he confronts, learns about and adapts to the Canadian culture:

*The well-known term **culture shock** is generally used to refer to that range of reactions which people experience, in differing degrees of intensity, when finding themselves divested of everything that is familiar. Some of the symptoms of culture shock include depression, hostility, helplessness, fear and loneliness. Although each individual's cultural adaptation is different and unique, research has demonstrated a pattern of reactions or stages of cross-cultural adjustment.*

***Stage 1: First Contact.** People approach a new culture with pre-conceived ideas about it and with feelings of excitement, curiosity and often some anxiety. Many students will expect, for example, that the teacher in our Canadian schools will hold the same exalted position of authority and respect which teachers enjoy in some other countries. Or, again, students will expect that instruction will revolve around lecture, copying and rote memorization as is the case in their country.*

***Stage 2: First Attempt to Adjust.** In behaving in the accustomed way in the new culture, newcomers are in conflict with their new environment. Students who stand at attention when the teacher enters the classroom or when called upon to answer a question become the brunt of the older children's amusement. Students who respectfully avert their eyes when an elder addresses them are considered painfully shy of self-assuredness and forthrightness. Confronting these situations leads to confusion and disorientation.*

***Stage 3: Confrontations Creating Stress.** Continual confrontation with the new environment leads to embarrassment, disappointment, frustration and stress. In school, students suffer because the situation shatters their sense of self, their feeling of security in their own worth. Often fatigue and withdrawal typify a student's reaction in this period, or extreme dependence on others from their own cultural and linguistic groups.*

---

*Ibid.

Stage 4: Adjusting . . . for Good or Bad. *As mentioned previously, there can be both functional and dysfunctional adjustments. Sometimes students express their frustrations through physical aggression or sometimes even by running away. More usually, though, students will pass from a period of withdrawal into a stage of assertiveness where they try new things, ask questions and begin to integrate new cultural strategies into their repertoire of behaviours.**

IMPLICATIONS OF CROSS-CULTURAL ADAPTATION FOR THE CLASSROOM TEACHER

INITIAL ORIENTATION: HELPING STUDENTS COPE

For the teacher the changes in behaviour from one stage of culture shock to the next indicate signs of progress; however, for ESL students the experience can be stressful and frightening. The following guidelines can be of help.

Stage 1. This stage is often coined *the tourist stage* as students feel detached from the new cultural group and the classroom routine while at the same time feeling curious and excited.

- Accept the students warmly and sincerely.
- Assign a "buddy" to each new ESL student. When possible, choose a buddy who speaks the student's own language. English-speaking buddies can be assigned when the ESL student begins to feel more comfortable in the new surroundings. Buddies may be changed periodically or a student may become a permanent buddy. The buddies should be made aware of the importance of their role and be given tasks such as: giving a practical orientation to the school, discussing differences between school systems with the new student, and providing the teacher with as much feedback as possible about the ESL student's interests, strengths, and concerns.
- At first, do not press ESL students to respond orally. They are developing listening skills and processing the new language even when it appears that they are not involved in what is going on.
- Be aware that gestures and social distance may vary according to culture; teacher awareness alone will usually prevent any major problems.

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*Ibid., pp. 18-19.

- Tell other students in the school something about education in the homeland of the ESL student.
- Look for and praise the new student's abilities; for example, abilities in art or sports or literacy skills in the native language.

Stage 2. The ESL student begins to take part in the routine of the classroom.

- Encourage classmates to help by making them responsible for small tasks; for example, showing the new student how to use the pencil sharpener or film projector or his combination lock. Praise participation in classroom routines and duties.
- Include the student in as many activities as possible, even when help may be required from buddies. Initially, ESL students may need to copy their buddies' work in order to feel that they belong in the group.
- Use a language experience approach for literacy development. Students can share their ideas and interests with others by choosing pictures from magazines or by demonstrating a skill physically. In the early stages they will want everything labelled.
- Many students have well-developed literacy skills in their first language. Encourage them to continue their concept development by reading and writing in their first language when they are unable to participate in the regular class.
- Encourage ESL students to participate in physical education, art and extracurricular sports activities. They might also be able to teach other students some of their native sports and games.
- As soon as the students feel at ease in the classroom, invite them to participate in unison chants, songs, readings and small group discussions.

Stage 3. Students may be overwhelmed by continual confrontation with the "newness" of the environment.

- Ensure success in at least one area of strength and be open as well as genuine in your enthusiasm regarding the student's progress.
- Arrange meaningful activities for ESL students during times when they are unable to participate with the regular class. Recorded stories accompanied by pictures, language master cards, matching word picture games or recorded language development programs may be used for individual or small group activities.
- Ensure that ESL students spend some time each day, alone or in a small group, with a teacher, ESL teacher, teacher aide or parent volunteer who directly

emphasizes learning English. The instructor must begin with the immediate communicative needs of the students.

- Encourage the students to speak and retain their own language and culture while simultaneously acquiring proficiency in English.

Stage 4. ESL students need to learn in a non-threatening environment. It is important that they feel that they are increasing their opportunities for participating in the new culture.

- Question ESL students about their homeland. Encourage them to share by bringing food, pictures and realia from home and make use of picture books about their homeland. National Geographic is an excellent resource.
- Use predictive techniques that encourage the use of background knowledge as well as text knowledge. Two essential questions are, "What do you think will happen next?" and "Why do you say that?"
- English-speaking buddies should be assigned. Buddies may be changed periodically. Often a buddy becomes a long-term friend. Buddies should be made aware of the importance of their role as they share interests and cultural knowledge.
- Encourage interaction between ESL students and their peers outside their regular classes. Field trips, parties, lunches, and situations where relaxed communication can occur are good settings for interaction. ESL students could be primarily responsible for putting on a school-wide play, book exchange, lunch service or cultural display.
- Encourage the involvement of content area teachers. The social studies teacher, for example, could incorporate a discussion or project dealing with the ESL students' native countries. Customs could be compared to raise the awareness of the regular student and demonstrate interest to the ESL student.

Culture shock may last only a few weeks or it may last for years. Careful observation and appropriate activities to facilitate the progression from one stage to another can be invaluable.

In general, although ESL students benefit by placement in a regular classroom, their teachers must have some understanding of their special needs. Current research tends to suggest that placement in a regular classroom, combined with a special language learning environment, is the most beneficial situation for ESL students. These students will have widely varying abilities and different learning styles, cultural backgrounds and educational experiences. All of these factors need to be considered in order to meet the special needs of the ESL students.

COMMUNICATING WITH PARENTS

Teachers should make every effort to meet the parents or guardians of ESL students. A translator may be required to make the necessary arrangements and to translate during the meeting. If translators are not available through the school, the name and phone number of a family friend or relative who could translate would be helpful. If possible, meeting the family in their home or in a quiet area of the school might help to create a positive relationship between home and school; but a subsequent meeting in the school is also important to introduce the family to the school environment and its activities.

To facilitate communication with the parents or guardians of ESL students teachers should:

- Be aware of the correct pronunciation of the student's name.
- Know the geographic location of the student's homeland and be somewhat aware of the political, social and religious features of the culture.
- Attempt an awareness of the reasons and circumstances leading to the immigration.
- Encourage and respect the maintenance of the first language in the home.
- Respect the right of the family to maintain as many of their cultural traditions as they choose.
- Acknowledge the multicultural fabric of Canadian society as a valuable and unique national resource.
- Understand that the parents of ESL students may be going through various stages of culture shock. Discuss culture shock with them and reassure them that this is a common experience.
- Understand that the parents may be hesitant in welcoming the teacher to their home due to embarrassment caused by their current situation, e.g., employment, housing.
- Be aware that Alberta schools may be very different from those the parents are familiar with. They may question the goals and objectives of the education system and have little understanding of instructional strategies and accepted student behaviour in Alberta schools.
- Invite the family to participate in school activities such as concerts and festivals.
- Invite the family to share their knowledge with the class by sharing recipes, realia or folk tales.

- Stress the importance of telling and retelling stories, legends, poems, chants and songs to the child in his native language. Encourage the continuing development of first language literacy skills.
- Acknowledge the importance of maintaining language and cultural traditions so the student will have positive feelings about himself.
- Encourage the family to explore and participate in as many aspects of community life as they can, as these experiences will assist the child in feeling more comfortable in the school setting.
- Encourage the parents to recognize the benefit of learning English in order to participate effectively in Canadian life.

SECTION II

LANGUAGE ACQUISITION

SOME CHARACTERISTICS OF LANGUAGE

The following brief statements are presented for the purpose of recalling for teachers some language traits which have relevance for language arts instruction.*

Language is a structured system. Language consists of an intricate system of sounds which are arranged into patterns which form words. Words may be organized into sentences.

Language is symbolic. Language is made up of sounds which stand for ideas and objects. Words in oral or written form are distinct from their referents.

Language is arbitrary. The arbitrariness of language is reflected in the speakers' agreement of what symbols stand for and the manner in which they are used.

Language is human. The ability to acquire and use language is a uniquely human process. Only human beings have the capacity to use symbols as an expression of abstract thought.

Language is social. Both in origin and in purpose, language is a social behaviour. Language is created by people and is maintained by them.

Language is culturally transmitted. Language is an integral part of people's culture and is transmitted from generation to generation as a form of learned behaviour.

Language is primarily oral. The spoken language comes first and written language, although somewhat autonomous, represents the spoken language.

Language has variations called dialects. A variety of styles or ways of speaking are observable in and among speakers. These differences are determined by regional and social influences.

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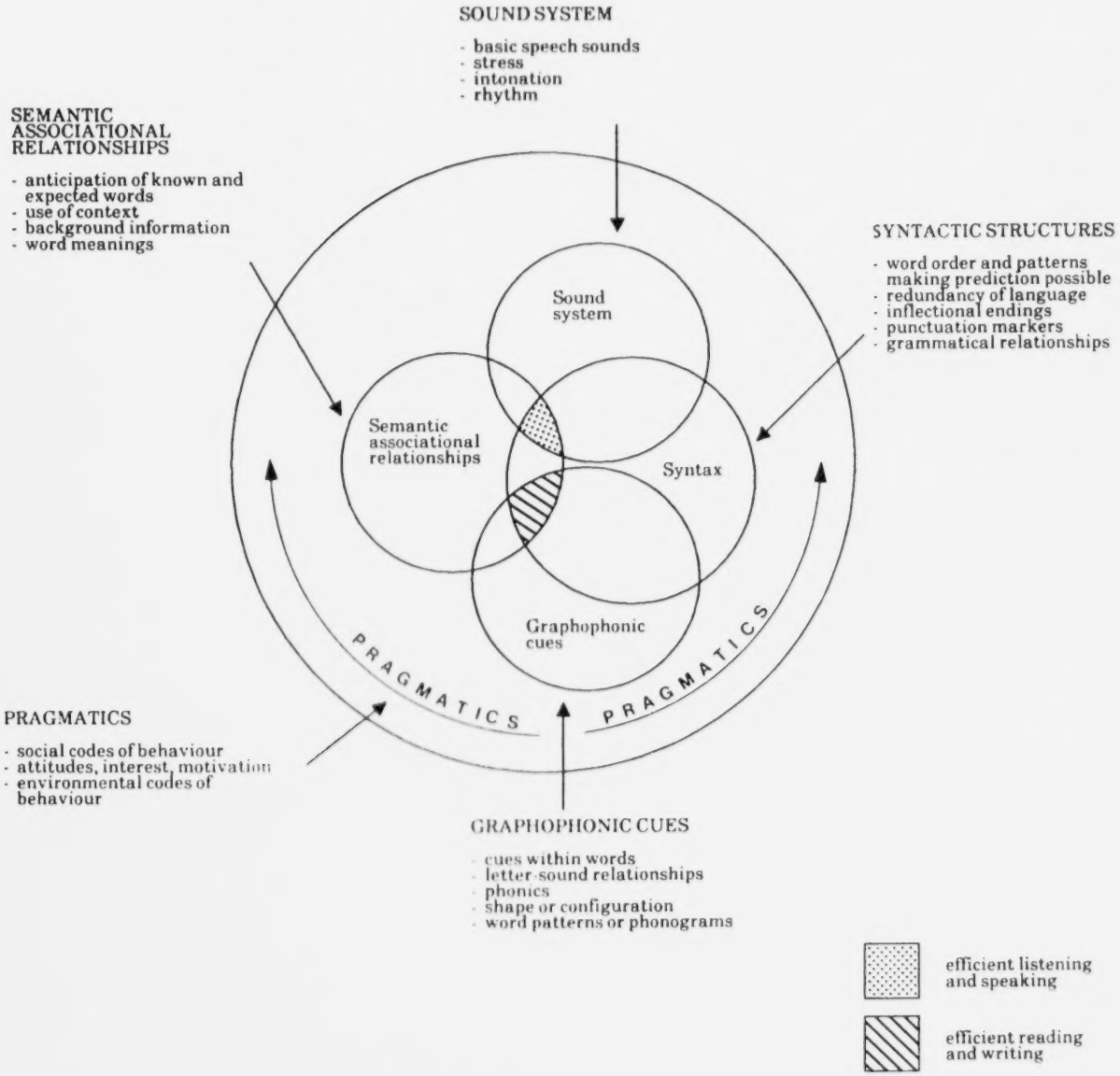
*A list of characteristics of language from a first language perspective may be found in the Junior High School Language Arts Curriculum Guide (Edmonton: Alberta Education, 1978), p. 4. This list points out the wealth of language knowledge which ESL students have to apply to the new learning task.

COMPONENTS OF COMMUNICATION*

The following model illustrates the relationship among the components of communication. A breakdown of each component clarifies the role played in the total communication process.



*Adapted from P. David Pearson, "A Psycholinguistic Model of Reading," Language Arts 53, no. 3 (March 1976): 309-14.

Pragmatics Pragmatics include social and environmental codes in behaviour. ESL students' culturally determined behaviours may be effective for communication in their native language milieu but not in their new environment (e.g., eye contact, physical proximity, gestures, silence). Teachers should attempt to assist the ESL students in their growing awareness of these cultural differences. Motivation, interest and attitudes are other pragmatic factors which will greatly affect students' behaviour and language development.

Teachers must create a positive, non-threatening learning environment to enhance social adaptation and language acquisition. Many opportunities must be provided for the students to become familiar with and to use formal and informal English to facilitate social interaction.

Sound System. The sounds and sound patterns of the language provide the framework for putting together sounds, sound patterns and sound sequences to orally convey concepts or "meanings". The relationship between sounds and their meanings is arbitrary. The sound system also includes the stress, intonation and rhythm patterns of the language. Development of the new sound system will be a gradual process. Only if sound problems persist for a long period of time and interfere with the communication process should there be a cause for concern.

Semantic Associational Relationships. Semantic associational relationships within a language establish meaning for the user, meaning which is constantly expanding and developing in contacts made with language and the world.

Although a student may be able to say or read words, these words may be meaningless nonsense if the student does not know what concepts they represent. Concrete concept development must precede abstract concept development. If an abstract concept has been developed in the first language, the learning process may simply be one of renaming or labelling. The teacher must provide a wide variety of experiences and the appropriate verbal and visual mediation to ensure meaningful development of concepts.

Syntactic Structures. Syntactic structures include interrelationships of word order, tense, number and gender. To help students acquire the patterns of speech in the English language, teachers should provide many opportunities for them to hear and use English in various situations. Syntax will be best developed using meaningful, repetitious, rhythmical and well illustrated materials.

Graphophonic Cues. Graphophonic interrelationships between the sounds of language and written form include cues within the words such as patterns of letters and sounds, phonics and basic sight word development. It is essential for ESL students to develop this aspect of language in a reading program using meaningful real language contexts. Instruction using phonograms, in the context of structure and meaning, is an effective way to teach the sounds of the English language.

RESEARCH FINDINGS AND IMPLICATIONS FOR SECOND LANGUAGE ACQUISITION

According to recent research, the process of learning a new language is quite similar to the learning of the first language. The following principles are based on the research findings on second language acquisition. A list of recommendations and suggestions to assist the ESL teacher and the classroom teacher follows each statement of principle.

Various assumptions about first language learning can be applied as well to second language learning.

Teachers should:

- Expect errors and consider them as indicators of progress through stages of language acquisition.
- Respond to the meanings that the students are trying to communicate rather than to the errors.
- Avoid attempting to correct all facets of oral and written language; rather, wherever possible provide the correct patterns in the response. A moderate amount of correction is acceptable, but this activity must not be overwhelming.
- Provide action-oriented activities to clarify the meanings and functions of the new language.
- Begin with extensive listening practice and wait for the students to speak when they feel they are ready.
- Avoid repetitive drills. Use repetition only as it occurs naturrally, i.e., in songs, poetry, games, stories, and rhymes.
- Use relevant and meaningful content in language activities.

Social factors, affective factors and differences in cognitive learning styles influence second language learning.

Teachers should:

- Plan for small-group and paired activities to promote cooperation among students.
- Provide for social interaction with English-speaking peers.
- Vary methodology, materials and types of evaluation to accommodate different learning styles.
- Build understanding and acceptance of cultural diversity by discussing values, customs and individual worth.
- Use words like *similar* and *different*, not *better* or *worse*.

Second language acquisition cannot occur without the appropriate type of language input.

Teachers should:

- Use language that is meaningful, useful and relevant to the students.
- Move from the concrete to the abstract.
- Provide language input that is a little beyond the students' current proficiency level, but still comprehensible.
- Plan for a variety of input from different people, so that students learn to understand formal and informal speech, different speech functions and individual differences in style and register.

Academic competence in a second language is dependent on successful acquisition and maintenance of the mother tongue and of pride in one's cultural heritage.

Teachers should:

- Provide a school atmosphere that encourages the students to feel proud of their native language and culture.
- Encourage parents of ESL students to promote academic development in both languages.
- In class activities, include cultural information regarding the students' heritages.
- Actively encourage maintenance of the mother tongue in the home and in the community.

ESL students may develop basic communicative skills adequate for day-to-day social interactions within a relatively short period of time but may still lack the cognitive-academic skills required to function in some content areas.

Teachers should:

- Be aware of this possible discrepancy.

- Accept this discrepancy but do not assume or conclude that it indicates low ability or limited potential in a student.
- Provide academic upgrading programs as required.

SECTION III

MEETING THE NEEDS OF ADOLESCENT ESL STUDENTS

NEEDS OF ADOLESCENT ESL STUDENTS

The question of when to integrate ESL students into the mainstream and to what degree has been debated widely. The ESL teacher will find that the approach to ESL scheduling is subject to many variables and may differ widely throughout the province. If early integration is necessary, some understanding of the special needs of ESL students in terms of cultural and linguistic differences is beneficial. Current research, as presented in Section II, identifies factors that will capitalize on regular classroom placement and a type of language learning environment that will maximize language acquisition. ESL students represent widely varying ranges in social and cognitive abilities, as well as different learning styles, cultural backgrounds and educational experiences. These factors all need to be considered in order to meet the special needs of ESL students.

At the junior high school level, ESL students experience the same identity adjustments that other teenagers do. Their maturation process involves:

- achievement of self-identity;
- acceptance of one's own sexuality;
- establishment of long-term goals; and,
- refinement of social skills.

Many ESL students must also cope with two sets of values, two lifestyles, two cultures and two patterns of behaviour. These students must resolve conflicts between socially acceptable behaviour in the dominant society and that accepted by the culture of their parents.

In order to help the students who have difficulties with learning the English language, it is imperative that the underlying causes be identified and appropriate corrective measures and/or approaches be taken. Some difficulties may result from a poor and/or disrupted educational experience whereas others are related to adjustment problems such as culture shock.

When dealing with adolescents, teachers and support staff cannot dissociate the students' academic progress from their emotional development, therefore, all staff must work together to maximize the students' opportunities to experience success in and out of the classroom.

Possible causes for decreased academic performance include:

- Students who have an educational gap may lack the academic ability to complete a junior high school program within the normal framework.

- Students who have an educational gap may have academic ability, but they may be unable to read or write in their first language.
- Students who have a reasonable educational background may have a great deal of difficulty in acquiring the second language, and may need a longer period to process and use the second language.
- Students who have a reasonable educational background may have a learning disability and may require a special education program.
- Students who have a reasonable educational background may have a physical disability such as hearing or vision impairment or problems related to lack of proper nutrition.

The following approaches are effective in promoting the academic and affective development of adolescent ESL students:

- Arrange for counsellors or ESL teachers to introduce guidance programs in the classroom.
- Give positive reinforcement for appropriate academic and/or social behaviour.
- Support the student when failure occurs by acknowledging the problem rather than focusing on the problem's significance. For example, "Let me help you. We can work on it together."
- Plan work assignments within the realm of the students' capabilities. This may mean decreasing the quantity of work while maintaining quality; providing oral examinations or having them translated; taping class discussions or textbook chapters.
- Get students involved in a school committee, club or student organization.
- Encourage peer teaching in all subjects.
- Provide a language learning environment that encourages language acquisition. Peer tutoring fosters this because it is interactive, responsive and dependent on a supportive and encouraging person who believes the function of the message is far more important than the form.

LEVELS OF STUDENT RESPONSE

The responses of the ESL students during classroom and social activities give us the information we need to design programs and to choose content and methodologies.

Generally, ESL materials are classified as: beginner level, intermediate level, or advanced level. The following chart indicates how students will likely respond at each of these levels.

BEGINNER LEVEL	INTERMEDIATE LEVEL	ADVANCED LEVEL
• Responds in native language or may not respond at all. This silent period is necessary to develop listening skills and to process the new language before producing it. • Memorizes functional expressions like, "My phone number is 462-8954" but may not use them appropriately. • Often labels, i.e., "This is a _____." • Attempts to attend to tasks. • Can create and manipulate visuals or perform actions to indicate comprehension and to indicate that he can analyze, synthesize, infer, and predict. • Must have concrete experiences, realia, visual input to make input comprehensible. • May not appear to retain vocabulary or structures. • Parent involvement required for homework. • May attend to conversations of others. • Reacts through social expression, body language. • May state English phrases supplied by friends. • Says, "No English," – a sense of helplessness.	• Begins to exhibit strategies for learning English. He may request translation, ask for pictures, request a person to repeat, ask for vocabulary materials, ask for homework. • Uses limited structures and vocabulary to communicate. • Uses language very literally. • Attempts to write and speak to indicate comprehension. • Relates content to his own experience but may not synthesize in English discussion. • Concrete experiences are still important. • Familiar materials and background knowledge provide input for learning to read, speak and write. • Relabels concepts developed in mother tongue. • Retains information in one or a few lessons. • Asks for homework but does not consistently do it. • May express personal opinion in conversation or ask questions. • Has some ability to organize group by assigning tasks or taking turns. • Says, "I don't need ESL help!", shows a sense of control and power as communication in social settings improves.	• Has developed several effective strategies for language learning and for coping with content. • Uses synonyms, descriptive words, idioms, slang, subordination, coordination, embedding. • Uses language to learn. • Relates content of lesson to own experience and tries to synthesize concepts with background knowledge in order to predict and infer. • Relies more on print and oral language than on visual input. • Retains information in a unit of work. • May not be able to apply principles learned to new problems. • Has ability to initiate conversation, to involve others in conversation, to defend point of view. • Finds group work more natural and interactive. • Says, "I need ESL help to do well in the regular program." • Realizes that language is very complex. • Realizes that he must compete with native speakers of English.

RESPONSES OF STUDENTS WHO HAVE HAD LIMITED LANGUAGE DEVELOPMENT EXPERIENCE IN THEIR FIRST LANGUAGE

Some ESL students may not have had the benefit of experiences which enhance language learning prior to entering Alberta schools. If ESL students have had this education seriously interrupted or have come from a background in which literacy skills are not emphasized, it is possible that they have had little or no experience with activities such as being read to in the first language. Similarly, they may have missed the first few years of formal schooling. If they have had few of the successful and rewarding experiences of early childhood, it is possible that they harbour feelings of frustration about learning in general.

In such cases, it is essential to be aware of these factors and make the necessary adjustments in the students' programs. If possible, teachers should review the students' assessment forms to ascertain their educational backgrounds. This information will be helpful in understanding students' performance.

In such cases, the entire process of second language acquisition and development of second language literacy skills may be much slower than for other students.

PROGRAM OPTIONS

Some common alternatives* for ESL programming are listed below.

- Placement in a regular program at the corresponding grade/age level accompanied by some type of remedial support, for example, a transitional class.
- Placement in separate ESL classes for the full day, for example, a reception class.
- Placement in the regular program along with tutoring, programmed learning, or withdrawal or remedial classes.

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*Note: Disadvantages and advantages for each of these program options are listed in the English as a Second Language/Dialect Resource Book for K-12 (Victoria, B.C.: British Columbia Ministry of Education, 1981), pp. 30-34.

SUPPORT PROGRAMS WITHIN A REGULAR CLASSROOM*

Support programs within the regular classroom are a viable alternative when support personnel and classroom teachers work in close cooperation.

Once the students' needs have been identified by the ESL resource teacher or learning assistance teacher, the resource teacher and classroom teacher set up a language support program which is supplementary to and concurrent with classroom activities. If there is an acceptance of, and respect for, the language and culture of each student, support programs can offer countless opportunities to expand the appreciation of similarities and differences among languages and cultures for all students.

The following features could be considered in organizing a support program:

Grouping. The composition of the groups should be flexible to allow for both the linguistic and social needs of the students. ESL students need opportunities to practice the mechanics of the language (linguistic competence), and all students need opportunities to express themselves and to understand the ideas expressed by others (communicative competence).

Peer Involvement. The training and encouragement of English-speaking students and advanced ESL students to be actively involved in the development of their peers' second language skills increases their awareness of language and its uses, sensitizes them to an understanding of cultures and languages other than their own, and facilitates the interchange of ideas and feelings. Some examples of involvement activities are:

- cross-cultural sharing of games, songs, sports, and customs;
- "exchange" activity, in which the ESL student teaches a skill (art, handicraft, game, math skill) to individuals or the group in exchange for assistance in English;
- greetings and farewells in all the languages of the class (oral and written); and,
- group projects such as building a model of the solar system or dramatizing a story.

Content Areas. Content area teachers should communicate with ESL teachers regarding how material might be adapted to suit the needs of the ESL student. Teachers can build on the knowledge and concepts which the students already have in their native languages. Some specific vocabulary and syntax will have to be taught so that students can carry out processes that they may already know. For example, the student who

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*Ibid., pp. 34-36.

recognizes the equation, *14 + 10 = __*, may not understand the variability of the teacher's instructions to *add, find the sum of, find out how much 14 plus 10 equals, find how much 14 plus 10 is,* or *find the answer to 14 and 10.* The fluency and richness of expression which the students have acquired in their first language will not characterize their second language for some time. Many teachers find it both interesting and enlightening to record and analyze the wealth of linguistic expression they themselves use daily in the classroom.

ESL students will not necessarily have acquired the same knowledge and concepts as their peers. They may be far more advanced in some areas and lack even basic information in others. For example, some students in the secondary age group may never have been exposed to maps. The concepts developed in mapping skills will therefore have to be organized and specifically taught so that these students can bridge the gap and function with the peer group.

Other students may have acquired a knowledge of mathematical concepts such as algebra at the elementary level and will be ahead of their peers in this subject area. This is a good opportunity for them to experience a feeling of success, which will compensate somewhat for their feelings of frustration in learning a new language.

Still other students might have a knowledge and understanding of the natural environment which far surpasses that of their peer group. The practical experience of such students can be a useful resource to the classroom teacher in planning specific projects or field trips.

Idea Exchange. ESL students bring with them from all over the world a wide variety of knowledge and experience which they can share with their monolingual peers. An imaginative teacher can create an atmosphere in which different cultures are shared vicariously and problems of international importance are discussed from different points of view. For example, the question, "Why do many people from Third World countries have large families?" can lead to a discussion of infant mortality, old age security, health, responsibilities of children, and much more.

Resource Materials are vital to any support program. Finding and assembling materials is time consuming but the rewards make the effort worthwhile. Imaginative approaches to the collection of resources might include developing materials as a whole staff and storing them in the school, contacting other teachers who are operating within a similar context, contacting immigration groups in larger centres, considering regular subject area materials at a lower reading level, or studying the subject area curriculum guides in terms of concept development. Having a good supply of books, magazines, catalogues, retail flyers, articles, pictures, tapes, slides, artifacts, maps, games,

puzzles, and problems readily available for everyday use will help to stimulate and challenge all students.

DESIGNING A PROGRAM

LANGUAGE AND CONCEPT DEVELOPMENT: PLANNING AN INSTRUCTIONAL PROGRAM

The development of an alternate instructional program for ESL students in the regular classroom is neither necessary nor desirable. The classmates of ESL students can provide considerable support by assisting the new students to record information, do experiments, listen to language experience stories and discuss filmstrips.

The following steps are suggested in planning instruction in a content area:

1. **Determine the learning objectives for the lesson/unit.**

   These objectives will be based on:

   - content, as identified in Alberta curriculum guides;
   - the level of language proficiency of the students; and,
   - the background knowledge and experience the students have in the content area.

2. **Select approaches and strategies.**

   The approaches and strategies suggested in this document will enhance language and concept development for all the students and can be implemented with minimal effort. These suggested approaches and strategies complement the inquiry method in social studies and the process skills approach in science.

3. **Choose appropriate resources.**

   ESL students require a great deal of visual and verbal stimuli. Learning resources suitable for these students include:

   - high interest and low vocabulary texts with clear, uncluttered illustrations;
   - materials with learning objectives similar to those identified for the regular classroom student; and,
   - multi-media support materials such as movies, filmstrips and video cassettes.

4. **Plan for evaluation.**

   - The method chosen to evaluate students' mastery of learning objectives must take into account the level of proficiency of the ESL students in the language arts strands (viewing, listening, speaking, reading and writing).

Evaluation might take the following forms:

Performance

- demonstrating a procedure (e.g., make an electric circuit with a battery, wire and light bulb);
- numbering a series of diagrams to show various sequences (e.g., the stages of plant growth);
- labelling (e.g., maps, parts of the digestive tract);
- categorizing (e.g., conductors and non-conductors of electricity).

Oral responses to teacher, volunteer or on tape

- answering questions;
- describing a process (with the aid of a diagram);
- explaining results;
- reading (language experience activities).

Written responses

- cloze activities to determine various levels and types of comprehension;
- writing a new story using a familiar pattern; writing a summary or a report.

ACHIEVING A BALANCED COMMUNICATIVE PROGRAM

Learning a language involves mastering the following skills within an integrated language arts curriculum: viewing, listening, speaking, reading and writing. Viewing, listening and reading are receptive skills, while speaking and writing are productive skills. Although the receptive skill of listening precedes the productive skill of speaking, the student does not learn these skills in isolation or in a specified sequence. Therefore, every effort should be made to teach these skills as part of an interrelated whole.

Viewing. Viewing is an essential part of the ESL program because language learning depends on conceptualization. ESL students become aware of particular aspects of the language through interpretation of the non-verbal communication around them. Therefore, the ESL program should:

- Provide opportunities for students to relate their interpretation of visuals. This may lead to a discussion of cultural similarities and differences. The student will not necessarily see what we expect him to see.
- Use pantomime before or during verbalization.
- Model behaviours for others to copy. This is especially important for learning classroom routines.

- Emphasize meaning by walking around the room, waving, smiling, holding by the hand, shaking fists, and acting out sports activities.
- Use books, art, music, dress, and crafts to express cultural ideas and values.
- Encourage concrete exploration, investigation and experimentation.
- Use diagrams, maps, mathematics and rituals to promote meaning.
- Use games, puzzles and magic acts as language stimuli.
- Use photographs, sculptures, monuments and memorials as instructional aids.
- Encourage associating, analyzing and synthesizing by having students manipulate visuals.
- Encourage inferring and predicting by having students complete picture stories or fill in gaps.
- Use films, filmstrips, overhead projectors, slides, pocket-chart stories, and songs extensively. Television and radio programs might be useful. (Consult The ACCESS NETWORK Times Television and Radio Guide.)

Listening. The language of teachers and peers, and literary passages serve as models for ESL students. Therefore, the ESL instructional program should include:

- Extensive verbal exchange between teacher and students.
- Frequent participation in group activities where ESL students hear their peers interact.
- Participation in as many regular classroom subjects and activities as possible.
- Participation in extra-curricular activities.
- Periods during each day when students are read to by the teacher, teacher aide, a volunteer or a high school student.
- Note-taking exercises in which students listen for specific details.
- Responding to questions by means of physical actions (basic ESL).
- Exposure to radio and television programs and tapes, including both music and dialogue.
- Involvement in a listening/hearing test (if thought to be necessary).

Speaking. A program designed to develop speaking skills should include:

- Functional activities such as giving instructions and directions.
- Discussion activities such as solving class problems. Note that willingness to speak is dependent on many factors.
- Brainstorming and categorization activities.
- Discussing and predicting while reading.
- Focusing on the content and comprehensibility.

- Sharing experiences, such as reporting on field trips, past experiences and information gathered on projects.
- Modelling and practicing strategies for joining and leaving conversations and strategies for involving others.
- Using wordless picture books, story cards and the tape recorder to tell, dramatize or write stories.
- Encouraging informal conversation.
- Peer tutoring techniques such as radio reading, echo reading, paired reading and language experience.

Reading. If ESL students have well developed literacy skills in the first language, the ability to read English text often develops quickly.

- It is important to learn as much as possible about reading skills and strategies that have been developed in the first language. Initially, reading in the first language is necessary for concept development and for participation in free reading activities.
- If ESL students read English, study the students to determine their reading strategies (e.g., excellent oral readers, an alphabet approach to decoding). Begin instruction by using the reading strategies which they have already developed. Introduce new strategies as needed.
- Students often begin to "read" memorized English names, signs, and responses, e.g., "My phone number is 422-0202." They can feel a great deal of satisfaction in being able to "read" to their teacher or peers.
- Slides, films, filmstrips, field trips, videotape recordings of folklore, and repetitious and rhythmical stories, poems, and songs are excellent for use in multi-level classes.
- Basic level students respond well to language experience approaches. Peer translation, picture drawing or body movement is often used to indicate comprehension. Phonics instruction can be integrated into the language experience stories.
- Student writing can be shared during peer editing. This writing is a valuable source of comprehensible reading material for students who cannot yet use developmental reading series.
- Encourage parents to listen to their children read English for 20 minutes every night. This should be followed by discussion of the text in either English or the first language. Research indicates that this strategy improves reading even if parents do not speak English.

- In the classroom, include daily oral reading by the teacher, silent reading practice by students (i.e., Uninterrupted Sustained Silent Reading), and peer assisted oral reading for beginning English readers.
- Predictive reading activities are essential. Cloze techniques and direct reading techniques are recommended because background knowledge may be very different from that of Canadian students. Inferential questions often require knowledge of Canadian culture and customs to answer "correctly". It is important to ask why specific answers are given and to teach and encourage comparisons of the new culture and the native culture.
- Research suggests that developmental reading at the independent level is required for acquisition. Reading at instructional level requires much more teacher assistance to ensure reading improvement.

  Include a variety of reading materials to suit various purposes:
  - reading in the content areas (science and social studies materials adapted to the level of the students),
  - functional reading (timetables),
  - reading for enjoyment (songs, stories and poems).
- Use techniques such as advance organizers and SQ3R as students begin to read longer selections in English.

Writing. Writing is an integral part of the language program. Written communication involves both the giving and receiving of ideas. Ideas are received through the senses of hearing and sight (i.e., listening and reading), and expressed through speaking, writing and acting. To create the appropriate instructional environment, the teacher will:

- Plan extensive discussions that present and develop ideas. These discussions should be held before and after an activity. The ideas and vocabulary should be recorded on the blackboard, on cards or on overhead projectors.
- Post charts of poems, songs and prose and have students read them in chants.
- Record, verbatim, a student's comments about a field trip or an activity he has performed. Use other language experience techniques.
- Set up idea lists or word books to ensure proper spelling and ease in writing. These should be posted in the classroom.
- Teach phonics to enable students to spell, including the relationship between the sounds and symbols of speech, the sequencing of these symbols, and spelling patterns.

- Give students meaningful writing practice, including letters, notes, reminders, log books, journals, diaries, posters and announcements.
- Use writing as a creative outlet for poems, stories and songs.
- Plan group writing activities such as group books (each student contributing a page), group stories (modelled on old favourites), group paragraphs (report of field trip) and research projects.
- Make individual writing activities more frequent as students become more proficient. Students could rewrite stories, write new words to songs, prepare research reports, write newspaper articles, stories, letters, and notes to the teacher or other students.

HELPFUL HINTS FOR CONTENT AREA TEACHERS

In many situations, the content area teacher is expected to integrate the second language learner into the mainstream classroom almost immediately. The following suggestions may be helpful in this process, which often requires considerable ingenuity on the part of the teacher. Note that many of these suggestions involve basic principles of good teaching and would therefore be helpful to all students and not just ESL students.

- During the adjustment period, the ESL student may need time to feel comfortable with the norms of student/teacher interaction in North America (e.g., behaviour, manners, discipline). An attempt should be made to make newcomers feel secure in their new environment.
- During this adjustment period, highlight students' strengths, such as artistic ability, well developed hand-eye coordination and fine motor skills in order to compensate for the insecure feeling brought about by inadequately developed language skills.
- Use peer helpers and/or language partners, i.e., native English speakers who will devote a period of time to the non-English speaker.
- Use group processes (e.g., encourage peers to assume an active leadership role in helping the ESL student to participate in groups and dyads).
- In group work, have students of different ability and proficiency levels work together on tasks which involve a contribution from each member.
- Ensure "predictability" in the structuring of classroom time and in the presentation of demonstrations in order to assist the second language learner.

- When appropriate, have the material remain constant for all students, but give the ESL student more time to complete the assignment.
- When appropriate, allow ESL students to take home materials that normally would not be taken home.
- Use a wide variety of language activities to create a multidimensional language environment – one that includes both verbal and nonverbal input. Nonverbal communication is very effective in particular content areas.
- Involve students in hands-on experiences; allow the students to build new concepts by comparing and contrasting them with familiar concepts.
- If possible, use a language experience approach. For example, in a social studies classroom, have new Canadians do projects on social issues that relate to their minority status.
- If possible, use a problem-solving approach, thus addressing the development of both linguistic and cognitive abilities.
- Teach strategies that students may employ when dealing with materials that they do not understand.
- Give students practice in making simple oral presentations.
- Clearly explain the purpose for engaging in various assignments and activities.
- Teach the specific study skills that the students will require to complete a particular lesson.
- Take care to present clear instructions.
- Illustrate to the students how the approach to the question changes according to structural changes in the question.
- Make occasional checks to ensure that the students understand what is expected of them in responding to directions.
- Use audiovisual aids, computer simulations, pictures, displays, models, diagrams, music and videotapes to enhance instruction.
- Before viewing films or filmstrips, discuss with the students what they are going to see.
- Establish a learning centre containing material relevant to the content covered in the classroom.
- Record difficult content lessons and make them available for review in a listening centre.
- If there are only a few second language speakers in the content area classroom, have them keep a daily journal in point form outlining what they have learned

from the content area class. Through weekly conferences with the teacher or peer helper, strive to clarify any misunderstandings and fill in the gaps.

- Engage in student/teacher conferences to determine the accuracy of your perceptions regarding the student's progress.

SUGGESTIONS SPECIFIC TO READING:

- Help students to develop effective word-attack skills.
- When possible, write vocabulary on the board rather than simply presenting the words orally.
- The specialized meanings of familiar words may need to be illustrated and discussed; the second language learners must be able to fit this new word meaning into their cognitive framework.
- Initially, remind the students that, when they are reading in most contexts, it is not imperative that they be aware of the literal meaning of every word in the text.
- Make students aware of the organizational patterns and structures that are commonly used in content area texts and reading materials.
- Make use of study guides, outlines and advance organizers.
- Establish a purpose for reading and develop appropriate strategies for exracting information.
- Use directed reading tasks; arouse the students' curiousity about material to be read.
- Teach reading techniques such as skimming, scanning, predicting and inferring.
- Teach students to recognize signal words.
- Teach note-taking techniques.

USING PARAPROFESSIONALS AND VOLUNTEERS TO ENRICH INSTRUCTION

Paraprofessionals and volunteers can make a significant contribution to the ESL classroom. The extra time and effort they can provide can reinforce the general skills and content being taught and enhance the language learning process.

The methods of recruitment and scheduling of duties and visits will vary from one situation to another. To obtain the maximum benefit possible from extra assistance in the classroom, the ESL teacher should:

- Articulate clearly the general goals and philosophy of the ESL program.
- Ensure that the paraprofessionals and volunteers understand their duties and responsibilities in relation to the role of the ESL teacher.
- Ensure that the volunteers and paraprofessionals realize the importance of reliability and consistency.
- Stress the need for natural communication with students.
- Arrange times for consultation between paraprofessionals and volunteers and teachers.
- Ensure that paraprofessionals or volunteers realize that, in language practice activities, only those errors which interfere with communication or understanding the message need be corrected.

(See "Appendix XIII: Teaching Techniques for Paraprofessionals.")

THE ROLE OF SUPPORT STAFF

Support staff can help with the ESL students' integration in the classroom and, by extension, in Canadian society, by being involved in programs and activities which are supplementary to and concurrent with classroom activities.

- The principal can organize workshops and activities for teachers and students that are designed to increase the level of cross-cultural awareness. Community involvement should be encouraged.
- Counsellors can help identify problem areas and ensure that students, teachers and parents are aware of different sources of professional help. They can also provide orientation to the Alberta system of education (credits and course requirements) and career counselling.
- The resource teacher can provide a variety of materials in language arts and the content areas that are at suitable reading levels.
- The librarian can suggest or select materials that will assist the students with research and projects.
- The school nurse can see that students have a physical check-up, and visit a dentist, optometrist, and other medical personnel. The nurse could also offer a course on nutrition and health habits if appropriate.

Potential resource people and paraprofessionals are all around us, yet many of these people's expertise remains unused because of a lack of coordination, leadership or teamwork.

USING PEER TUTORING IN THE SUPPORT PROGRAM

English-speaking peers and other ESL students have proven to be excellent resources for ESL students who must learn to understand and speak English. The peer tutor provides language that focuses on communication. The lesson itself is concrete and involves hands-on activities. English is not deliberately taught but is used in conjunction with an activity involving the non-English-speaking student. Language will be spontaneous as the tutor need not be coached.

Peer tutoring roles may be reversed if the ESL student teaches his tutor a game or activity in his or her native language. Thus, the fluent English speaker may also acquire some interest in and skill with a second language. (See "Appendix XIV: Peer Tutoring Techniques.")

SECTION IV

ASSESSMENT, PLACEMENT AND EVALUATION

The assessment and evaluation of ESL students* should reflect the nature of second language learners and consider their needs in a new environment. Although the students have limited proficiency in English, most are competent speakers of one or more other languages. They often have cognitive skills and concepts that reflect their culture rather than the Canadian culture. They also bring with them a store of rich experiences that may be quite different from those of their peers. Assessment and evaluation should acknowledge the fact that many ESL students are limited only because they lack the language to communicate the knowledge they have.

This section provides suggestions regarding initial assessment, on-going diagnosis within the instructional program, exit criteria and reporting procedures for ESL students at the junior high level.

Generally, the type of assessment varies with the level of language proficiency. There is a gradual change in the focus of assessment from beginner level to advanced level. The following chart shows this gradual change in focus.

THE CHANGING FOCUS OF EVALUATION

Beginner Level		Advanced Level
first language	→	English
physical response	→	language response
comprehensibility	→	correctness
summative	→	summative/formative
process	→	process and product
observation	→	paper and pencil
descriptive reporting	→	numerical reporting

*Detailed information about assessment and placement may be found in two Alberta Education documents: English as a Second Language/Dialect (ESL/D): Guidelines and Suggestions for the Administration and Organization of Programs (1982); and the Junior High School Language Arts Curriculum Guide (1978).

ASSESSMENT TO DETERMINE INITIAL PLACEMENT

INITIAL PLACEMENT AND PROGRAMMING

The following chart provides general guidelines for initial placement, progression to more advanced levels, and program emphasis at each level.

INITIAL PLACEMENT AND PROGRAM PLANNING			
	PROGRAM PLACEMENT	**PROGRESSION**	**PROGRAM PLANNING**
BEGINNER LEVEL	• Subjective assessment by the teacher is the best criterion for placement.	• As soon as basic needs can be expressed, ESL students should be placed with their Canadian peers for a part of each day. Students learn quickly from their peers.	• Consider students' communicative needs. • Present language functions as the need arises. • Offer students the choice to express or perform the function.
INTERMEDIATE LEVEL	• Students are beginning to be able to cope in content area subjects with the aid of peer tutors and teachers' adaptations of content.	• The students begin to read and write English and are continuing to develop oral fluency. • Students function well in contextualized social settings.	• Develop skills in listening, speaking, reading and writing so students can begin to experience success in junior high courses.
ADVANCED LEVEL	• Students arebeginning to use the linguistic structures for English as outlined in the Junior High School Language Arts Curriculum Guide.	• Upon completion of this level students should be able to cope in regular classes at the appropriate level for their age. It will be several more years before ESL students will reach their potential in the English school system.	• Continue development of communication skills so that students can adequately participate in school and society. • Develop an increasing appreciation of English literature. • Continue academic upgrading as required.

THE INITIAL INTERVIEW

ESL students may feel insecure and apprehensive upon their initial arrival in school. Since in this situation formal tests are not likely to yield valid results, an informal assessment such as an interview is probably more appropriate.

The initial interview, which usually requires the assistance of an interpreter, should include the parents or guardians as well as the student. Teachers can expect to obtain some of the following information from the interview:

- **Age of the student and grade level achieved in former schooling.** This information will aid in grade placement and determine what academic skills can be expected from the student.
- **Length of time the student's education has been interrupted.** Having been without formal education for several months or even years, will influence a student's placement and educational expectations.
- **What long-range plans the student has for his/her education.** Future plans could have important implications for the student's program, particularly as the student graduates from the junior high school. Students should be encouraged to be realistic.
- **Language(s) in which the student converses, reads and/or writes.** This information will aid in choice of tests for formal assessment and give an indication of the student's aptitude for learning.
- **What previous English instruction the student has had and which texts and/or method was used.** Since the student's expectations of instruction will be based on his experiences, this information could be crucial to the success of initial program.
- **The present level of the student's receptive and expressive English.** Very little may be discernible if the child is shy but look for interjections of even one word which indicate understanding of the conversation.

ASSESSMENT TO DETERMINE NEEDS

COMMERCIALLY PRODUCED TESTS

When ESL students are comfortable in their new surroundings, some commercially produced tests may serve as aids to diagnosis, placement and program planning. The test battery could include tests of their first language ability such as the Bilingual

Syntax Measure, regionally prepared English Placement Tests and tests of language development.

Although few of these tests of first language proficiency can be scored by a teacher who does not speak the language, ideally they should play a major role in the assessment. Knowledge of a student's ability to speak, read and write in the first language is very helpful in determining appropriate placement and making decisions about academic expectations. Eventually, students should be able to reach the same level of proficiency in English as they have in their first language.

School districts may use English Placement Tests, written specifically for their system, or other commercially produced placement tests. These serve as gauges for the homogeneous grouping of students and provide diagnostic information.

A number of commercially produced standardized tests are now in use in school systems. These include tests of language proficiency and development, intellectual ability tests and grade-normed achievement tests. In administering and interpreting the results of these tests for ESL students, great care should be taken. Teachers must be aware of cultural bias and realize that the norms were established on an English-speaking population.

Tests of language development and language proficiency are useful as a guide in measuring student progress. However, the results will be lower than the actual proficiency level of the student because these tests focus on mastery of surface features (i.e., pronunciation, grammatical correctness) in isolated contexts rather than communicative ability.

Tests of intellectual ability are problematic for ESL students, but the rate of learning is a reasonably accurate indicator of cognitive functioning.

For some students, progress may be a concern. After factors such as cultural adjustment, previous educational background, proficiency in the first language and length of time in Canada (at least two years) are examined, a psychological assessment may be recommended. The Kaufman Assessment Battery for Children* and Learning Potential Assessment Device** are suggested because they attempt to compensate for the concerns listed above. As always, the results should be interpreted very cautiously.

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*Alan Kaufman and Nadine Kaufman, Kaufman Assessment Battery for Children (Circle Pines, Minnesota: American Guidance Service, 1983).

**R. Feuerstein, Learning Potential Assessment Device (Baltimore: University Park Press, 1979).

Grade-normal achievement tests administered at a jurisdiction or school level can be an indicator of progress in the mastery of prescribed learning objectives. ESL students should participate in these testing activities when they can receive positive feedback. (ESL students are exempted from provincial achievement tests.)

Teacher-made tests, language development checklists and informal reading inventories are effective diagnostic tools to use with ESL students and communication with colleagues and consultants can also provide assistance. Such approaches often provide more accurate information than commercially prepared tests because they tend to be based on the curriculum that is familiar to the students.

A valid assessment program involves a variety of assessment techniques used as part of day-to-day instructional activities.

OBSERVATIONAL TECHNIQUES

Teachers can observe learning outcomes in language skills areas - viewing, listening, speaking, reading, and writing. Observations permit the generalization of information about skill development without interfering with the learning process. Students can observe their own skills and report using a variety of techniques, while teachers can observe students practicing their skills, describe, and then assess their skill level. If observational techniques are used correctly, a wide range of relevant assessment information can be generated.

Although difficult to assess, affective outcomes are also an essential part of any ESL program. Affective assessment can be based on informal observation by the classroom teacher. Evaluation of a learning outcome is usually made by observing some visible behaviour in the individual, but it is important to remember that students may answer or behave in a way they feel will please instead of expressing their real feelings.

The following types of obeservational techniques* are effective for determining student progress, identifying specific student strengths and weaknesses, and assisting in program planning.

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*Information on pages 36-39 is adapted from the Edmonton Public Schools ESL Assessment Handbook (Edmonton: Instructional Services Division, 1983).

Anecdotal Reports

Anecdotal reports are useful to describe what a student can do under specific circumstances and describe behaviour and attitudes. Information in anecdotal reports should be recorded daily if possible.

Use of an Anecdotal Record to Report Student Progress

Observe each student, and indicate the level to which each is able to perform on the following objectives. Enter the date and the score on the Anecdotal Record Sheet.

Objectives	Weight
The student will be able to:	
1. pronounce learned words, phrases and sentences clearly and accurately in most instances	30
2. follow directions about different learning activities, e.g., "Turn to page _____," "Write _____," "Spell _____," "Get your English book," "Close your book," "Repeat (after me) _____." (6 out of 6)	20
3. respond to personal data questions such as name, age, address (3 or more)	10
4. respond appropriately when greeted	10
5. communicate his/her intent in most instances	30
	100

Portion of an Anecdotal Record Sheet

STUDENT	OBJECTIVE 1	OBJECTIVE 2	OBJECTIVE 3	OBJECTIVE 4	OBJECTIVE 5	TOTAL POINTS
L.S.	Nov. 9 Reads clearly but self-conscious about making errors. Misses endings (-s, -ed, -ing). *20	Nov. 16 Turn to page ___. Write down ___. Spell ___. Get your English book. Close your book. Repeat ___. 6/6 20	Nov. 15 No problems when asked date questions. 3/3 10	Nov. 15 Says "Hello" when she comes into the classroom. 10	Nov. 9 No problem! Asks to use the stapler. 30	90 points

*Mark earned on Nov. 9 by student L.S. on Objective 1.

Teacher-Made Checklists

Checklists play an important role in ongoing assessment because they assess the student's ability to do something rather than simply to identify, describe or repeat something.

Checklists can be used to assess:

- which instructional objectives or skills have been met or mastered
- students' interests, hobbies, problems, preferred activities
- students' behaviour in a variety of settings
- conformity to prescribed sequences of steps in task performance
- students' products.

Examples of Checklists:

Class Participation Checklist

Objective: To enable the student to apply learned social and cultural behaviour to social situations in school.				
Directions: Check activities observed outside the regular classroom.				
Date: _____ Student	Enjoying his/her ESL class.	Participating enthusiastically in English discussions in hallway.	Informing teacher about athletic program.	Relating well to Canadian peers.

Intermediate

Product Checklist

Objective: To enable the student to explain a simple process orally using a visual aid.

Directions: Each student during his one-minute talk follows the task directions given in his assignment. Use the following checklist to assess the adequacy of his verbal product. The task may be taped or assessed live.

The student:

_____ 1. demonstrates an understanding of the process being explained

_____ 2. explains the step-by-step procedure

_____ 3. uses transitional devices to identify steps (e.g., first, second, next, then, etc.)

_____ 4. shows adequate control; uses clearly pronounced and accurate English

_____ 5. uses an appropriate visual aid

_____ 6. uses the visual aid effectively in explaining the process

_____ 7. demonstrates poise and confidence throughout the presentation

_____ 8. is able to answer questions about the process after the initial talk

Intermediate

Student Self-Assessment – Cognitive Skills Checklist

Objective: The student will be able to evaluate the format of his/her composition.

CHECKING MY PARAGRAPH

Directions: This checklist gives you a way to evaluate the format of your paragraph. Look carefully at your paragraph, and then put a check mark beside each item which you have completed correctly.

_____ 1. My paragraph has a title.

_____ 2. The title is centred.

_____ 3. The capitalization of the title is correct.

_____ 4. There is a space between the title and the first sentence.

_____ 5. The first sentence is indented.

_____ 6. Each line begins at the left margin.

_____ 7. There is a right margin.

_____ 8. Each new sentence begins with a capital letter.

_____ 9. My full name is on the paper.

Beginner

D. Evaluation Checklist: Giving Directions*

The following descriptive remarks can serve as a guide in evaluating student writing. The various aspects of a piece of writing can be rated on the scale – from 1 to 5. Multiplying the ratings as indicated, and then adding, will yield an approximate percentage grade. In some cases the teacher may prefer to simply comment on the writing, using the descriptive remarks as a basis, but adapting them to suit the situation and the student's level of understanding. The teacher may also simplify the remarks to guide students in their writing and aid them in peer-to-peer evaluation.

1	2	3	4	5	X6= _____
Content You have listed your ideas. Now try to shape them into a composition that will interest your readers in following your directions.		You have organized your points in a good sequence, but some of your instructions are not clear. How can you make them easier to follow?		The reader can understand what you have written, and can easily follow the procedures and instructions.	
1	2	3	4	5	X6= _____
Mode The reader may have difficulty in following your directions. How can you help the reader understand them better?		You have given your instructions clearly, but try to keep more clearly in mind the audience you are writing for.		It was enjoyable to read your directions. You have understood that it is important to interest the reader in what you have written.	
1	2	3	4	5	X4= _____
Effective Language Use Be careful to write complete, clear sentences so that the reader can more easily follow your instructions.		You have used *command* sentences very well. Be sure to choose your action words carefully so that the reader can follow your instructions easily.		You have used effective, complete sentences, and are experimenting to find the best way to communicate your message.	
1	2	3	4	5	X4= _____
Mechanics/Organization Check your spelling and punctuation carefully so that the reader will understand your words and ideas!		Your final draft has a few places in which you should correct your spelling and punctuation.		You have edited your directions carefully. There are few (or no) transcription errors.	
					Total _____

*David W. Booth and Patrick Lashmar, Write Away (Toronto: Globe/Modern Curriculum Pres, 1984), p. 25.

CONFERENCES WITH STUDENTS

Through a "conference", students can be given individualized comments on many topics. This sharing also provides the teacher with information regarding the student's strengths and weaknesses which is useful in planning the student's program.

JOURNAL WRITING

Journal writing is a type of "conference" which focuses on the student's ideas. In an ESL classroom, journals can serve the following purposes:.

1. provide a means of self-expression,
2. provide a non-threatening means of communication with the teacher,
3. allow for developing and improving writing skills,
4. allow for adjustment to school,
5. give students opportunities to respond to the new culture around them,
6. help students think through their ideas, and
7. provide the teacher with a common base for interaction with the student.

Suggestions for Journal Writing

1. Make journal writing a regularly scheduled event.
2. Have students write continuously for a five or ten-minute period - ideas should be gathered ahead of time. Everyone should come prepared to write.
3. Do not emphasize spelling and syntax in journal entries; focus on self-expression.
4. Participate in the writing period, along with the students.
5. Arrange regular individual conference times to provide personal feedback on student writing.

Journal Responses*

Students should realize that keeping a personal journal is a worthwhile and satisfying experience. Since journals are most valuable in the school setting if the student views the journal as a dialogue with the teacher, the teacher should respond to the students' thoughts and ideas.

1. Write in the student's journal.
2. Comment in writing on what the student is saying; not on form or mechanics.
3. Be as supportive as possible.
4. Include questions which will expand the student's thinking.

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*Ibid., p. 140.

5. When you first begin, respond every day. (Don't grade papers - respond to journals instead.)
6. Keep responses brief.
7. View the journal as an opportunity to develop a relationship with the student.
8. Never mark or grade journals.
9. Meet with individual students on a regular basis to discuss the writing process, the content of their journals, and the difficulties they may feel they have in expressing ideas on paper.

Variations on Journal Writing*

1. *Group Diary.* The purpose of a group diary is to allow all students to express their feelings about daily happenings. Put up a sheet of chart paper. Give each student a marker and ask him to put down something that describes how he is feeling right now. The student may choose to write a word, a short sentence, a phrase, or to draw a picture. Use the diary to stimulate talk about feelings.
2. *Shared Writing.* Shared writing allows all students to participate in an account of a special event or daily happening. On a piece of chart paper, write a story or account of what happened as the students dictate it to you. Use the finished story for further discussion and for reading activities.
3. *Individual or Group Collage.* Have each student prepare a collage of pictures which are indicative of how the student feels about himself. Encourage the students to include pictures which relate to their personalities, likes and dislikes, appearance, goals and aspirations. Use the pictures to stimulate discussions about people and feelings.
4. *Group Collage.* Prepare a collage of pictures which is representative of the whole class or group. Encourage students to focus on similarities among group members rather than differences and on a group image rather than on a collection of individual ones. Use the finished product to talk about similarities among people and group cooperation.
5. *Question for the Day.* ESL students often have questions about social and cultural experiences which they prefer not to ask in class. Allow students to write a question to the teacher each day. (If there are too many students, group them so that each student has a turn every three or four days.) Respond to the questions in writing and confidentially, as you would to a journal or diary. One

*Ibid., p. 141.

of the questions might form the basis for a discussion on culture in an upcoming lesson.

6. *Writing in the Mother Tongue.* Students may opt to write in their mother tongue. Although the goal of journal writing is to encourage writing in English, some students can be encouraged to write initially if they are permitted to use their mother tongue. Students can then express what they have written to the teacher orally.

As the following sample entry indicates, the **student journal*** allows students to express themselves informally.

Objective:	The student will be able to express a personal point of view through writing.
Directions:	Each day in your journal, write about something that happens to you.

Sample:

7th Oct

Today I was upset because at lunch time I went to public library front of the school. I took a book from library. My friend show his card to librarian. I take out my woilet it has card and bus pass in it. I put in my back pocket of my pant. After school I went to catch bus when I look my bus pass was not in my front pocket of pant. I ran to library I look all over the library then I ask from librarian I couldn't find it. Suddenly I check my back pocket of my pant and bus pass was in it.

Intermediate, Advanced

*Ibid., p. 20.

As the student progresses to an advanced level of fluency it is appropriate to evaluate writing for correctness. The following questions and comments might be used by the teacher in a **writing conference:**

1. Read this story aloud to me. I'll stop you if I don't understand some parts. Can you think of another way to say this? Can you add more details so I understand?
2. What problems are you having that I might help you with?
3. I like your use of (describing words) in this section.
4. When I read this story it makes me feel (happy). How did you do that?
5. The regular classroom teachers will check to see if you have combined your ideas and have shown how they relate by using words like *as a result of* or *however*. Can you combine any of these sentences?

Peer assessments can promote cooperation among students, give valuable feedback to improve writing, provide reading selections for other students, and provide diagnostic information for the teacher. One excellent strategy is to share writing by passing it around a circle of students. Only students who write are allowed to join the circle. The teacher and her writing are also part of the circle. Another excellent strategy is to ask students to read a story and then ask one question about it. When the reader receives the question, he tries to integrate the answer into his text.

TEACHER-MADE PAPER AND PENCIL TECHNIQUES

Traditional Formats. Selection-type questions, open-ended questions, and action-oriented questions are often used to test ESL students. There are many good reference books available to assist teachers in constructing these types of tests. One difference in administering these tests to ESL students is that the teachers often restate directions, give examples of a correct answer form and even give word definitions if such actions do not violate the purpose of the test. In ESL classes, the evaluation process is combined with the process of teaching students how to write a test.

Cloze Exercises. To measure reading comprehension levels, teachers should choose a passage that is coherent and intact. The passage should be approximately 100 words long. The first and last sentences should be left intact. Beginning at the second sentence, every fifth word should be deleted. The spaces are replaced with lines of the same length and students are requested to put one word in each space so that the passage makes sense.

Incorrect spelling is not marked wrong; however, incorrect tense and/or number are considered incorrect.

When scoring tests to estimate reading levels the following cutting points are recommended:*

Reading Level	Exact Scoring	Equivalent Scoring
Independent Level	56% or more	75% or more
Instructional Level	55% - 36%	74% - 50%
Frustration Level	35% or less	49% or less

ESL students do not benefit from reading materials at frustration level. Independent level reading materials are recommended for classroom use.

In addition to using cloze to indicate readability and performance, teachers can obtain diagnostic information** by examining the patterns of incorrect responses. The errors students make reflect their knowledge of the language and their learning strategies. The following example demonstrates how the students' responses might be analyzed and how instructional implications can be drawn from such analyses.

Diagnostic Analysis of a Fourth Grade Student's Incorrect Cloze Responses	
1. Substitutes an acceptable synonym, e.g., *we* for *people*.	1. Meaning of passage not altered therefore no instructional implications indicated; student understands syntactic, semantic language constraints.
2. Reads up to deletion only: Whenever people want to (be) messages . . .	2. Teach the strategy of reading beyond the deletion for additional cues: teach student that this same strategy may be applied when he meets an unknown word.
3. Inflectional error, e.g., *offices* for *office*.	3. Teach student how a verb form (e.g., *is*) signals the singular or plural form of a noun.

*Eugene A. Jongma, Cloze Instruction Research: A Second Look (Newark, Delaware: IRA, 1982).

**R. Bortnick and G. S. Loparko, "The Cloze Procedure: A Multi-Purpose Classroom Tool," Reading Improvement 13, no. 2 (1976): 112-17.

REPORTING PROCEDURES

Research has shown that the ESL teachers' predictions of success in the regular program are very accurate; however, many teachers also use summative evaluations (teacher-made tests, commercially produced tests and observational techniques) to assist them in making this decision.

Information about what the student can do can be used to make summative evaluations for reporting purposes and to provide an accurate profile of student strengths and weaknesses to teachers in the regular program. Students' progress need not be reported in terms of letter or number grades. Particularly at the beginning level, it is more appropriate to report descriptively, describing students' progress towards linguistic and cultural objectives. Checklists, rating scales, and verbal reports can also be developed for reporting purposes. Teachers are encouraged to develop reporting procedures which reflect accurately the objectives of the ESL program and communicate effectively to parents about their child's progress. In some areas, bilingual report cards are being used. The presence of translators at interviews with the parents is also strongly recommended, particularly at the beginning level.

Teachers in the regular program need information about students' strengths and weaknesses in the use of the English language, their degree of cultural adaptation, and their specific linguistic and cultural needs.

SECTION V

APPROACHES, METHODS AND TECHNIQUES

SOME MAJOR INFLUENCES ON ENGLISH AS A SECOND LANGUAGE TEACHING: A HISTORICAL OVERVIEW

Historically, there has been vigorous debate about **how** languages should be taught and **what** should be taught. Both methods and content have changed radically since the beginning of the 20th century.

One's view of how language is learned influences one's choice of teaching approach. In behavioural psychology, learning is viewed as habit formation which requires drilling in a mechanical manner. This theory provided the rationale for the audio-lingual approach to language learning. In cognitive psychology, learning is viewed as a creative cognitive process of meaning-making and rule formation. This theory provides the rationale for most current approaches to language teaching. According to cognitive psychologists, new languages are learned in two ways: either in the same ways as children learn their first language, through a subconscious process that occurs during informal language activities, or by consciously studying linguistic input and discussing effective language learning strategies. There is much debate about which process results in the most effective learning; however, it is generally accepted that the younger the learner, the more important it is to set up a learning environment such as the child experiences when learning the first language.

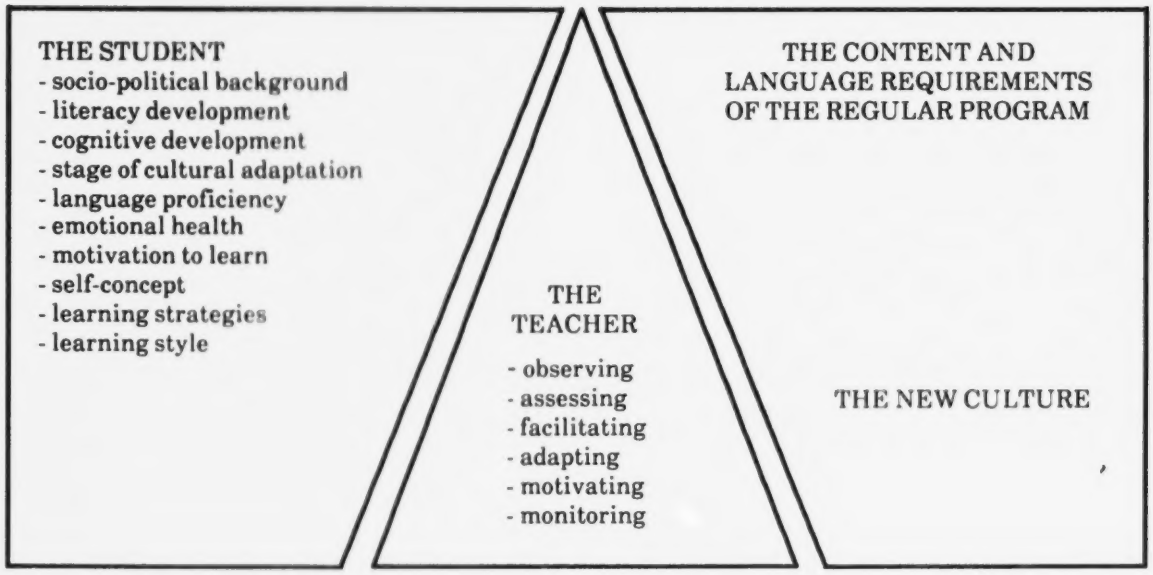
Views have also changed regarding the role of first language. In the direct or immersion method, only the new language may be used and dialogues are presented through the use of pictures or visual aids. In contrast, the current theory is that concepts and knowledge, language skills, and learning strategies developed in the first language are important tools that can be used in developing a skill in a second language.

Former approaches tended to focus on one or two strands of the language arts program: grammar-translation focused on reading, and the audio-lingual approach focused on speaking. The direct method required a strict order of presentation of the four strands: listening, speaking, reading, and then writing. Today, many approaches encourage early use of all strands to reinforce each other and to provide for a variety of students' learning styles.

Finally, there has been a change in the goals of language teaching. Older methods, such as grammar-translation, focused on learning the facts of grammar or vocabulary. Current approaches focus more on the learner's needs and on strategies and processes

necessary to meet the goals of the student and of the curriculum. Interaction and communication are seen as being just as important as the final product.

The following chart shows several important factors which must be considered in choosing approaches and methods of ESL instruction.



APPROACHES AND METHODS

The following sections describe approaches, methods and techniques which have been used successfully in working with junior high school ESL students. Teachers often blend several approaches or methods that are based on common assumptions about language learning.

THE TOTAL PHYSICAL RESPONSE METHOD

The total physical response method takes into consideration that listening comprehension is demonstrated before a language learner can produce speech. A physical response often signifies that the student does indeed understand but feels uncomfortable speaking in the new language. James Asher* suggests an approach to instruction that capitalizes on using body movements. Spoken words are used to manipulate orientation, location and locomotion of the learner.

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*James Asher, Learning Another Language Through Actions: The Complete Teacher's Guidebook (Los Gatos, CA: Sky Oaks Productions, Inc., 1982).

In this method, the teacher gives oral commands to a group of basic students. Students perform the actions without speaking. They are encouraged to copy one another; however, Asher suggests that students who just watch will also benefit.* Oral commands can be written on cards for the students to *read*. More advanced students enjoy giving commands and making up new commands, e.g., how to make soup.

Asher suggests the following time allotments for beginner ESL students:

- listening comprehension - 70%
- speaking - 20%
- reading and writing - 10%.

THE LANGUAGE EXPERIENCE APPROACH

The language experience approach can be used effectively in ESL classes because it emphasizes real experiences, concrete referents and oral language.

The language experience approach is a method of instruction built upon the use of reading materials created by writing down the students' spoken words. The student-created reading materials represent both the experiences and the language patterns of the learner. Both experiences and patterns of language could be derived from various sources with meaningful, well illustrated, highly repetitious and predictable prose and poetry. Dictated materials might consist of retelling of stories or of paraphrasing the students' creations. The communication processes of listening, speaking, reading and writing are thus integrated. Language experience can be used to enhance the ESL students' motivation toward the speaking, reading and writing of English.

There must be a great deal of oral communication in a non-threatening setting, adequate concept development and assisted writing before students attempt independent writing. The beginning student may have to be given some concrete vocabulary development before other activities can take place even though this is not an acceptable practice when using the language experience approach with native speakers. Students should be given opportunities to participate in writing activities such as the following:

- summaries of field trips;
- copying familiar material by employing cloze methods;
- writing group compositions with teacher recording; and,
- substituting and expanding group compositions (note taking).

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*S. Krashen, Principles and Practices in Second Language Acquisition (Toronto: Pergamon Press, 1982), p. 140.

To facilitate language experience with ESL students, it is necessary to have:

- an environment rich with sound and sense;
- students hearing language related to their personal experiences;
- stimulation of using language in a real audience situation;
- a wealth of manipulative materials to stimulate concept development;
- instruction built around themes where students are inundated with experiences, stories, poems, and pictures related to specific concepts; and,
- extensive experience listening to and reading highly repetitious and rhythmical literature.

The basic language experience lesson begins with an introduction of a story stimulus: pictures, movies, field trips, news items, or science experiments. The stimulus is discussed and the teacher takes dictation without modifying the students' language. The first version of the students' dictation should retain the oral forms used rather than being transformed into standard English. The method is used for two reasons:

1. Students can more easily make the connection between spoken and written language if the language written down matches the pattern of their speech.
2. Transforming the original stories will discourage students' participation, as they will feel that their dictations were inappropriate or flawed.

Following the teacher's recording of the story (on an overhead projector or large chart paper), students learn to read the story through choral reading. Since the language is their own, students make the connection between spoken words and their printed counterparts. This maximizes sight vocabulary development.

To introduce a standard English version, the teacher prepares an account of the same experience. Many of the words from the first story will be used. In addition, the teacher employs sentence structures, patterns of organization and words with which she wants the students to become familiar. The story is introduced as *another story about* _____. The teacher reads the story aloud several times with students following and joining in when they feel able. Choral rereading and individual reading of sentences and the complete account proceed in the usual fashion.

When students can fluently reread the teacher's version, the original story is displayed and reviewed. Then each student is encouraged to revise his or her original contribution to make the sentences longer and the language more elaborate. Students should be encouraged to help each other by offering suggestions. It is essential that the teacher phrases these directions positively: "How should you make your sentence longer?" or "What other words could you use to say _____?" Avoid such expressions

as "making it better" or "what is wrong with _____?" Since this stage is one of revision, it is permissible to make minor changes in the students' dictated sentences. Such changing must be done selectively and sensitively and should be limited to only two or three per session. Elaborate changes might make the passage too difficult for the students to read. At this stage, students are being taught to revise their sentences, but perfect structures cannot yet be expected. The revised story will be expected to have some non-standard elements. Consider it as a movement on the continuum toward standard English. Do not do this with every story they dictate.

Finally, when the revised story has been read chorally until the reading is fluent and additional words can be recognized at sight, specific sentence structure can be taught. Sentences from the original story are written on the blackboard or chart paper. Under each sentence, new sentences are written with blanks left for the substitution of new words. New words can be elicited from the students and/or supplied by the teacher. This demonstrates how new sentences can be generated by substitution of different words. By adding new elements, simple sentences can be made more complex. This experience with sentence transformations provides opportunities for students to explore their vocabularies and invent new and more elaborate sentences while modelling standard sentence structures and grammatical patterns. When students become familiar with the process, sentence forms with blanks can be used individually or in pairs to create new sentences. (See "Appendix II: The Language Experience Approach" and "Appendix VIII: Field Trips.")

THE NATURAL APPROACH*

The central hypothesis of the natural approach is that language acquisition occurs in only one way; that is, by understanding messages.

The main goal in developing this method is to supply comprehensible input, which is the crucial ingredient in language acquisition. In this way the student begins to understand the language being used outside the classroom. Realia, pictures and student input are the class content. Students perform tasks, solve problems, and discuss ideas of personal interest.

The teacher speaks only in English; however, at first students are not forced to respond in English. Students decide when they wish to begin speaking. And when they

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*Summarized from Stephen D. Krashen, Principles and Practices in Second Language Acquisition (Toronto: Pergamon Press, 1982); and Stephen D. Krashen and Tracy D. Terrell, The Natural Approach: Language Acquisition in the Classroom (Toronto: Pergamon Press, 1983).

do, their speech usually consists of simple words and short phrases. Any attempt at speaking is rewarded positively.

The natural approach need not be adopted fully; it has also proven to be successful when adopted only partially. Errors are not corrected unless they prevent communication. Tools for communication are presented through dialogues, starting phrases, and question forms. Homework includes formal grammar work, and errors in homework are corrected. The value of all classroom activities is measured by the degree to which the affective filter is lowered, as well as the amount of comprehensible input provided. The natural approach is therefore designed to develop basic communication skills, both oral and written. Since this approach is based on the tenet that comprehension precedes production, the course syllabus consists of communicative goals.

A variety of activities should be planned to provide real and vicarious experiences related to the theme. These could include field trips, resource people from the community, speakers and arts and crafts activities. "Hands-on" experiences heighten student awareness of thematic concepts.

Each activity and lesson should serve to enhance, clarify and expand the students' proficiency in the language. Language development activities should be supplemented with literature, drama, music, poetry, games and audiovisual materials. If students are exposed to a variety of meaningful activities, they will gain a more complete knowledge of the language and concepts inherent to the theme.

(See "Content Specified by Junior High School Curriculum Guides", pp. 58-60, for further discussion of the thematic approach. Also, see "Appendix VI: The Thematic Unit.")

TECHNIQUES TO USE WITH SPECIFIC CONTENT

COMPREHENDING DISCOURSE: CLOZE TECHNIQUES

The cloze technique involves deleting words, phrases or parts of words which the student is expected to predict. For example:

- rebus words where a picture replaces a word;
- oral cloze where the student replaces or predicts words in a passage read by the teacher;
- story telling cloze where the teacher reads a story and students supply content or function words; and,

- printed cloze where students predict words, sounds, or phrases.

The purpose of a cloze exercise is to encourage the learners to read for meaning by constantly using their knowledge of language, their knowledge about the story content and their understanding of the story to predict the next word or phrase. The suggested classroom procedure for implementing the cloze technique involves the following steps:

1. Define objective(s) carefully.
2. Construct a number of different sentences and make rational deletions in each sentence. "Rational" deletions are words that the student should be able to replace by studying the semantic and syntactical structure of the sentence. Research has shown that clues given in cloze activities such as the first letter of a word, the first word in a phrase or a list of choices from which to select, all aid in ensuring that the cloze activity acts as a viable evaluation technique.
3. Provide group practice exercises before asking students to complete cloze activities independently. One of the most frequent criticisms of the cloze technique is that students are frustrated by it because they are uncertain as to what the exactly right answer is. For example, in the sentence, "The child was playing with a _____", a wide variety of responses could be semantically and syntactically correct. How can a child be sure which is correct? Rather than being a disadvantage, this aspect is a strength of the technique. Students live far too much under the tyranny of "the right answer". When cloze is used as a teaching device, "toy", "dog", "ball", and "friend" are some reasonable responses for the sentence above. All are correct within the context of the above sentence.*
4. Begin with relatively easy activities and move to more challenging ones. When cloze is used for evaluation, every fifth word is omitted. This is a very challenging activity. As few as one or two blanks per paragraph may be used, depending on the purpose.
5. When scoring cloze for teaching purposes, accept contextually justifiable substitutions. A good mark is 50%. Discuss the students' responses with them. The context of some sentences and paragraphs will allow for only a few (or sometimes even a single) correct responses. Discuss why this is so. In some cases several responses are possible, but some responses may be better than

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*Adapted from J.J. Pikulski, "Using the Cloze Technique," Language Arts 53, no. 3 (1976): 317-18, 328.

others in that they are more descriptive, more vivid or just better on some dimensions. Encourage the group to decide which responses are qualitatively better, rather than making a teacher decision as to which is best. If cloze passages are constructed from established pieces of literature, encourage students to compare their responses with the author's. In some cases, they may decide that their choices are better.

6. See "Appendix I: Cloze Activities."

SITUATIONAL MATERIALS

Many ESL materials that present the vocabulary, structures, activities, and skills needed in practical situations, such as a trip to the grocery store are a good starting point for language units. They are concrete enough for basic students to comprehend and act out, and advanced students can be challenged to critique these materials and set up activities for class field trips in the community. Questions which could encourage discussion are:

- Is this really what will happen at the Market Mall?
- Is this what will be said?
- What else should people who go to shopping centres know?

FUNCTIONAL MATERIALS

For the most part, the classification of language into functions has been done by linguists in Europe. Some functions of language are: requesting, imagining, complaining and praising.

Many available ESL texts that present language functions in practical, real-life situations are practical for use with junior high school students because these students often accompany and represent their parents when they must visit doctors and other individuals and agencies in the community. These materials are also useful because they consider factors such as why someone is talking, the relationship of the speakers to each other, the formality of the situation, the tone of the discussion (rude, sarcastic, negative, positive), nonverbal communication, and cultural differences.

After working through such activities junior high students often enjoy identifying school and social occasions when they might use these functions. Popular topics are: "Why I missed my math class" or "Persuading my uncle to let me stay for the dance."

Comparisons of roles and cultures are also natural discussion topics, and the activities can be used in multi-level classes since the language used to express each function can range from simple to complex.

SONGS

Popular and traditional songs are an excellent resource for ESL instruction. Much of a country's culture is revealed in songs. Songs enhance language development by:

- motivating students to use the language;
- introducing students to usual and unusual language forms;
- providing meaningful and enjoyable repetition of language patterns; and,
- developing concepts related to a specific theme.

Some important features of using singing to develop language competence are:

- highly repetitious and rhythmical songs provide a structure for students' speaking and writing;
- repeated listening and singing can aid students to internalize phonic relationships between the sounds they hear and produce and what is written on the charts or booklets;
- song lyrics are a natural way for students to develop syntactic competence through substitution of words to create new verses;
- semantic competence is developed by frequent repetition and the highly contextual nature of songs;
- songs often transmit cultural values, attitudes and expectations.

Method A: The following method of teaching songs is effective:

- Brainstorm the topic of the song.
- Introduce the song by singing it or playing a record or tape.
- Present pictures or stick men to represent parts of the song. Students guess the words.
- Present the song printed on transparencies or charts and read chorally several times.
- Have students internalize the song by repeating it. Use transparencies or charts until the students know the lyrics from memory.
- Brainstorm for words which could be substituted and write them on word cards.
- Tape the word cards over the words to be substituted on the chart.
- Chant, read and sing the new verses.

Method B: Folk songs are particularly useful. To accommodate different learning styles, three aids are used to learn a song, first separately and then in combination:

- Two visual aids: the words and stick figures.
- One auditory aid: the melody.

Following is an example of the use of a visual aid with a popular folk song.

IF I HAD A HAMMER

(The Hammer Song)

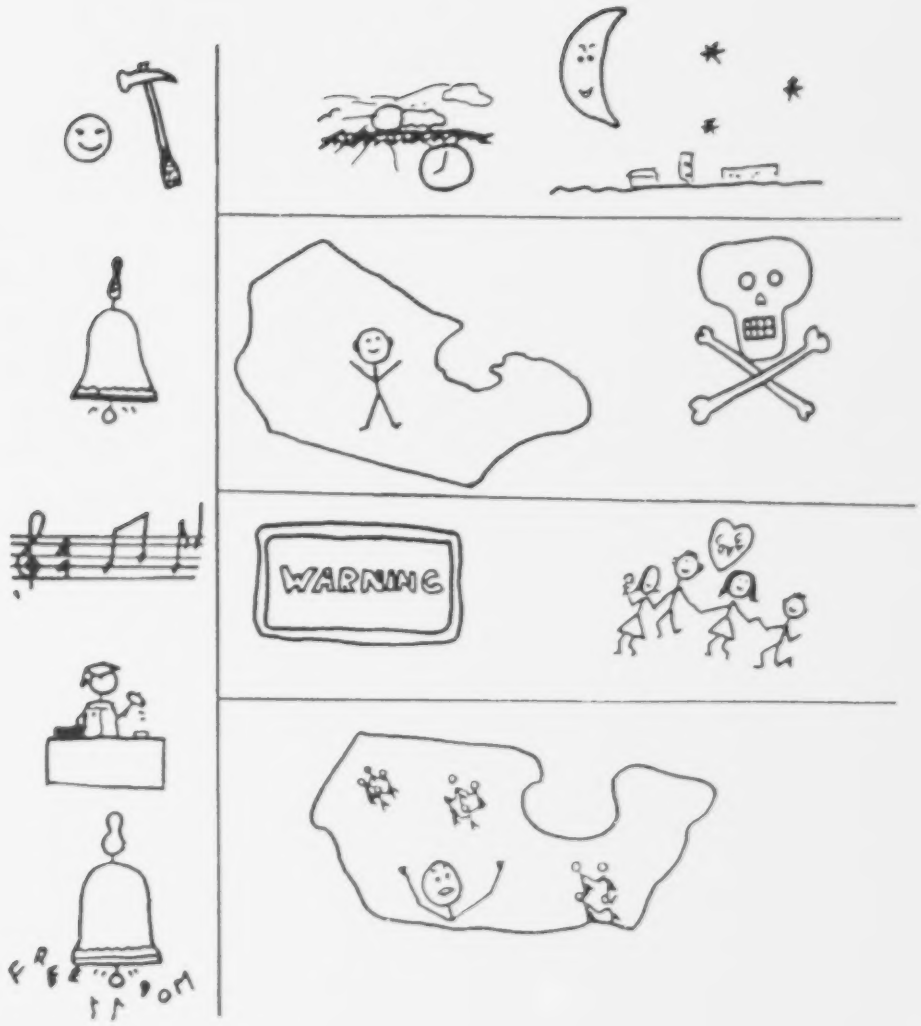
1. *If I had a hammer,*
   I'd hammer in the morning,
   I'd hammer in the evening
   all over this land;
   I'd hammer out danger,
   I'd hammer out a warning,
   I'd hammer out love between my brothers and my sisters,
   All over this land.

2. *If I had a bell,*
   I'd ring it in the morning,
   I'd ring it in the evening
   all over this land;
   I'd ring out danger,
   I'd ring out a warning,
   I'd ring out love between my brothers and my sisters,
   All over this land.

3. *If I had a song,*
   I'd sing it in the morning,
   I'd sing it in the evening
   all over this land;
   I'd sing out danger,
   I'd sing out a warning,
   I'd sing out love between my brothers and my sisters,
   All over this land.

4. *Well, I've got a hammer,*
   And I've got a bell,
   And I've got a song
   All over this land;
   It's the hammer of justice,
   It's the bell of freedom,
   It's the song about love between my brothers and my sisters,
   All over this land.

IF I HAD A HAMMER
(The Hammer Song)



RHYTHMICAL, REPETITIVE LITERATURE

The ESL teacher can use highly rhythmical and repetitive literature to help students develop their knowledge of the English language. Such literature can:

- help the students to develop a feeling for the flow and rhythm of the language;
- allow students to practice language patterns;
- add variety and enjoyment of the language program;
- introduce and/or establish specific language structure and patterns;
- allow full student participation and involvement in an easy and non-threatening atmosphere;
- enhance creativity and promote fluency in reading;
- familiarize ESL students with English literary and poetic structures (e.g., limericks, pyramid stories); and,
- develop awareness of patterning and predictability in theme and structure of specific selections.

Teachers will be familiar with a great many stories and poems that would be suitable for use in lessons of this type.

FOLKLORE

Folklore, which is part of the verbal and recorded life and imagination of people of all times, includes games, songs, festivals, dances, rituals, old tales, superstitions and verses. ESL students in junior high school can study English folklore and share their own folklore with their fellow students. Folklore offers splendid opportunities for creative ESL instruction because it:

- stimulates the imagination;
- contains humor;
- presents and/or reinforces the basic values of a culture;
- emphasizes plot over characterization;
- contains a great deal of action and can be dramatized;
- uses direct and simple language; and,
- has enough variety to support most themes.

(See "Appendix X: Folklore.")

CONTENT SPECIFIED BY JUNIOR HIGH SCHOOL CURRICULUM GUIDES

The curriculum guides for each subject indicate the content that each student is expected to master. However, the expectations for ESL students should match their level of performance in understanding, speaking, reading, and writing. Teachers should provide more visual and verbal experiences for the entire class as a means of orienting

the ESL students to the topic. Also, small group discussions, peer tutoring and cooperative learning activities will help to involve the student in learning experiences. Extensive use of realia, pictures and audiovisual materials is important as well.

In science, social studies and mathematics, ESL students often encounter viewpoints and explanations that may be unfamiliar to them. The learning materials may contain concepts, uses of language and terminology that are new to them. Therefore, ESL students must have extensive guidance and preparation to understand and participate in content area learning.

The following strategies will assist ESL students to cope with content area learning.

1. **Thematic Units.** Previous exposure to the thematic unit approach, wherein the student deals exclusively with the vocabulary pertinent to a particular topic, without interference from new or unrelated material, has allowed the student to develop a semantic map for that particular theme. The ESL teacher should be familiar with the courses of study in order to develop thematic units that are pertinent to the junior high program. By developing a unit on living things, the basic concepts and language necessary to understand a junior high school unit on ecology may be developed.
2. **Advance Organizer Approach.** David Ausubel's *advance organizer approach** facilitates retention through use of meaningful rules of organization. The principal function of the organizer is to bridge the gap between what the learners already know and what they need to know before they can successfully learn the task at hand. Thus, the *advance organizer approach* provides a semantic map of relevant vocabulary and information on the topics to be taught. To build a structured overview, the teacher identifies and labels concepts central to the unit. During an inquiry or brainstorming session, students and the teacher develop a graphic or visual organization of the concepts. Categorizing of words is one method of joining which helps students learn how words belong together. Learning what a concept *is not* also helps students to see relationships; for example, a sofa or a chesterfield is not a bench, although all could be subsumed under the larger concept *something to sit on*. Selecting, a form of analysis, begins with the whole and involves

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*David Ausubel, Educational Psychology: A Cognitive View (New York: Holt, Rinehart and Winston, 1968), pp. 148-49.

identifying its parts. Teachers should adapt all exercises to the theme selected and the level of English language proficiency of the students.

3. **Visual imagery to assess and improve cognitive development.** Whenever content area materials are being read, visual imagery is an effective technique to use with the entire class. The discussion ensures that all students benefit from the experiential background of their peers. Initially, this strategy should be done orally, with teacher or in class choral reading. The following steps are involved:
   - read a sentence;
   - imagine a picture of the sentence and describe it;
   - elaborate on that picture by adding details such as colour; and,
   - continue through a passage in this way, changing the picture as new sentences are added.
4. **Self-questioning strategy.*** The self-questioning strategy, which is useful for content area reading, involves the following steps:
   - read the story or article title, subtitle and first sentence;
   - elicit predictions about the content of the story or article;
   - elicit questions about the anticipated content: questions may include why, when, where, what, who and how;
   - read the passage to find answers to the questions;
   - as the passage is being read, chorally or by the teacher, students are asked to make a check in the margin beside the word or line that best answers the question; and,
   - discuss answers to the questions using information from the passage to support the answers.

(See "Appendix XI: Lesson Plans in the Content Areas.")

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*Donald D. Durrell, Polly M. Furbush, and Elizabeth A. Ross, Thirty Lessons in Outlining (North Billerica, Mass.: Curriculum Associates Inc., 1971).

USING EQUIPMENT EFFECTIVELY

TAPE RECORDER

The tape recorder can be used with ESL students as follows:

- Students' conversation can be recorded at intervals to help them recognize the progress they are making in oral communication.
- Students can listen to recorded folklore and short stories. Some of these may have books or filmstrips to accompany them.
- Students can listen to dialogues depicting everyday conversation. Two students can practice prepared dialogue by assuming the roles of the speakers.
- The teacher can play a recorded story, stopping before the end. Students can tell or write their own ending.
- The teacher can record students' language experience stories for others to listen to in a listening centre and for homework practice.
- Teachers can set up listening centres in classrooms so that listening activities can be carried on with some privacy and without disturbing other members of the class. A listening centre consists of an audio device with eight or more sets of headphones, each of which can be plugged individually into the listening centre to enable the students to hear the tape recordings. The ESL student might use the centre with a parent volunteer, buddy or teacher aide.

LANGUAGE MASTER

The language master may also be used to provide practice with the structural patterns and vocabulary of standard English. The machine records and plays back from a strip of recording tape fastened to the card. Blank cards can be purchased so that the teacher can develop a program to meet the particular needs of the students. The machine has a two-track system so that the student may listen to a structural pattern prerecorded by the teacher, record his reproduction of the same pattern, listen to it, and then compare it with the teacher's if he wishes to evaluate what he has recorded. Commercially prepared cards are also available.

The language master can be used as follows:

- Basic vocabulary can be recorded on tapes along with a picture. Use a sentence rather than single words wherever possible.
- Questions can be recorded on tape. The student can be requested to answer the questions. Or the question can be written on the card or on the opposite side of

the card and the answer recorded. A V-shaped cut in the card allows for a question and answer on the same side.

- Songs and stories can be recorded on cards line by line or picture by picture. The student can be requested to put the cards in sequence and read or sing with the recording.
- Specific instructions can be recorded on the tapes, and students can be requested to follow the instructions (e.g., "Please open the window."). Students can then record instructions for the next group.
- Descriptions of various pictures can be recorded on tapes, and students can be asked to listen to the descriptions and match the cards to the pictures.

FILM AND VIDEOCASSETTE

Films provide concrete references for concept development. They are a good basis for language experience activities. Wordless films are very useful for this purpose; however, turning off the volume is often just as effective.

Films are an excellent way to help ESL students to develop receptive understanding of the culture and of content area concepts. (See "Appendix V: Film.")

COMPUTER

The most important factor to keep in mind when choosing programs is that the program must be integrated into the curriculum. The computer can be used with ESL students as a tool, a tutor, a tutee, or as a simulator of real life situations.

- As a ***tool*** the computer can be used as an aid to writing, reading, spelling, vocabulary development, drawing, reporting, graphing, and calculating, and to organize and store almost any kind of information. Three types of software are particularly useful to language teachers:
  a. word processing software which is easy to use (e.g., Bank Street Writer and Milliken Word Processor),
  b. databases which permit the storage and retrieval of student data such as name, birthdates, addresses and so on (e.g., Appleworks),
  c. specially designed markbooks for teachers' records and report cards.
- As a ***tutor*** the computer can be used for drill practice on specific skill development. The most useful programs for language learning are text manipulation activities such as cloze, sentence reconstruction, and story organization. Some of these programs have authoring systems which allow teachers to enter their own texts.

- As a ***tutee***, the computer completes the steps which are programmed when students are given the task of teaching the computer. The computer language used is LOGO. (See "Appendix XII: Computers.")

As a simulator of real life situations, the advantage of the computer is that it provides instantaneous, realistic feedback. The consequences of decisions taken can be seen in minutes rather than in months or years. Students are then able to discuss and adjust their decision making process.

- The first type of oral activity involves the use of the computer as an electronic blackboard which presents information and problems. Students are given the task of solving a problem, based on information presented on the screen. After thinking about the problem, they dictate their solutions to the teacher or to another student at the keyboard. This is an excellent method for introducing almost any computer activity.
- Oral language skills can also be enhanced by having the students analyze simulation activities and try to imagine what kind of people would be involved in the decision making process for that activity. Then the students take the various roles, make decisions, and relay the information to a messenger who puts the information into the computer and reports the results. (See "Appendix XII: Computers.")

SECTION VI

RESOURCES

SELECTING RESOURCES FOR LANGUAGE AND CONCEPT DEVELOPMENT

Teachers can choose from innumberable commercially produced learning resources for enhancing language development. In making choices teachers might consider what would be interesting, appropriate or accessible to their students and what would ensure a balanced development of the students' abilities in each of the communication strands. Many print and non-print resources are available in classrooms, school libraries and teacher resource centres.

Since these ESL guidelines do not contain course specific content, no authorized resources are listed. For a selected list of supplementary resources consult English as a Second Language: A Selective Bibliography of Supplementary Learning Resources* document produced by Alberta Education. (Also see "Appendix XII: Computers.")

PROFESSIONAL DEVELOPMENT

PROFESSIONAL JOURNALS

The following periodicals focus on second language learning and acquisition and/or multiculturalism.

Alberta Teachers of English as a Second Language (ATESL)
Published quarterly.
Available from: ATESL
Box 4135, Station E
Edmonton, AB
T6E 4T2

Provides ATESL members with current information about local and national ESL events. Informational articles relevant to the teacher of ESL are highlighted in every edition. Members of ATESL also receive the TESL Canada Newsletter.

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*English as a Second Language: A Selective Bibliography of Supplementary Learning Resources (Edmonton: Alberta Education, 1988).

Association of British Columbia Teachers of English as an Additional Language (B.C. TEAL)

Available from:

B.C. TEAL
c/o BCTF
2235 Burrard Street
Vancouver, BC
V6J 3H9

Primarily directed to members, with a focus on ESL information and events. The Association also publishes Occasional Papers once a year.

Canadian Modern Language Review

Published quarterly.

Available from:

Ontario Modern Language Teacher's Association
Canadian Modern Language Review
4 Oakmount Road
Welland, ON
L3C 4X8

Focuses on literacy, linguistics and pedagogy; articles, book reviews, current resources and other materials of interest to second language and ESL teachers.

Contact

Newsletter of the Association of Teachers of English as a Second Language of Ontario. Published quarterly.

Available from:

Contact
c/o TESL Association of Ontario
454 University Avenue, #4-10
Toronto, ON

Provides current information on upcoming ESL events, and publishes articles and program description information for ESL teachers.

Cross Currents

A journal of language teaching and cross-cultural communication.

Available from:

Cross Currents
Language Institute of Japan
4-14-1
Shiroyama, Odawara
Kanagawa 250
Japan

Dialogue

A newsletter on the teaching of English and French as second languages. Published quarterly.

Available from:

The Council of Ministers of Education, Canada
252 Bloor Street West
Suite 5-200
Toronto, ON
M5S 1V5

Forum (English-Speaking Forum)

A journal for the teacher of English outside the United States. Published quarterly.

Available from:

Questions about subscriptions are to be addressed to the American Embassy in the capital city of the country in which the inquirer resides.

Journal of Reading

Published 8 times a year.

Available from:

International Reading Association
800 Barksdale Road
Newark, Delaware
19711

Kaleidoscope Canada

Published quarterly.

Available from:

Employment and Immigration
Public Affairs
P.O. Box 826
Station B
Ottawa, ON
K1P 5P9

Language and Society

Published by and available from:

The Commissioner of Official Languages of Canada
Government of Canada
Ottawa, ON
K1P 5P9

Language Arts Journal

Published 8 times a year.

Available from:

National Council of Teachers of English
1111 Kenyon Road
Urbana, Illinois
61801

Language Teaching and Linguistic Abstracts

Published by the English Teaching Information Centre of the British Council and the Center for Information on Language Teaching and Research.

Available from:

British High Commission
80 Elgin Street
Ottawa, ON
K1P 5K7

Abstracts are objective summaries of selected articles from nearly 400 journals focusing on psychology, linguistics, language studies, teaching methodology and technology, and experimental teaching.

Literacy/Alphabetization

Published by The Movement for Canadian Literacy.

Available from:

Pat Fahy
Alberta Vocational Centre
10215 - 108 Street
Edmonton, AB
T5J 1L2

Deals with basic education and literacy in Canada.

Multiculturalism

Published quarterly.

Available from:

Guidance Centre
University of Toronto
Toronto, ON
M5S 1A1

Deals with multicultural education, government programs, minorities and trends in multiculturalism in Canada.

SPEAQ Journal

SPEAQ Association for Quebec Language Teachers.

Published quarterly.

Available from:

SPEAQ
2121 St. Mathieu
Suite 1902
Montreal, PQ
H3H 2J3

Concerned with the teaching of English as a second and foreign language. Contains theoretical and practical articles on language teaching at all education levels.

TESL Canada Journal

Published semiannually.

Available from:

Faculty of Education
McGill University
3700 McTavish Street
Montreal, PQ
H3A 1Y2

Concerned with syllabus design, testing and evaluation, psycholinguistics, teacher training, methodology, computer-assisted learning along with other diverse aspects of the teaching and learning of ESL.

TESL Manitoba

Available from:

Manitoba Teacher's Society
191 Harcourt Street
Winnipeg, MB
R3J 3H2

TESL Talk

Published quarterly.

Available from:

Newcomer Services Branch
Ministry of Culture and Recreation
3rd Floor Welcome House
454 University Avenue
Toronto, ON
M5G 1R6

Provides articles and up-to-date information on current happenings, events and programs in English as a second language. Members of ATESL automatically receive this national ESL bulletin.

TESOL Quarterly and TESOL Newsletter

Published by Teachers of English to Speakers of Other Languages.

Available from:

TESOL
202 DC Transit Building
Georgetown University
Washington, D.C.
20057

TESOL Quarterly contains special interest sections for both elementary and secondary programs.

The Reading Teacher

Published monthly (O-My, with winter supplement).

Available from:

International Reading Association
800 Barksdale Road
Newark, Delaware
19714

CONFERENCES

Conferences provide teachers with opportunities to keep abreast of new trends, research and resources in the field. Meeting and sharing common concerns and interests with colleagues provides opportunities for professional growth and development. In addition, workshops, in-service activities, teachers' conventions and professional development activities can provide new insights for better teaching. A partial list of conferences follows:

ATESL Conference (Alberta Teachers of English as a Second Language)

- annually in November
- Calgary or Edmonton
- research, methodology, trends

MEC Conference (Multicultural Education Council, Alberta Teachers' Association)

- annually in October or November
- issues, minority rights and needs

AAME Symposium (Alberta Association for Multicultural Education)

- annually in April
- curriculum, impact on school jurisdictions, racism and prejudice

Association of British Columbia Teachers of English as an Additional Language Conference

- annually in March
- Vancouver
- comprehensive coverage of issues, trends, methodology in ESL

Transmountain IRA Conference (International Reading Association)

- every two or three years
- Western Canada or Northwestern United States
- sessions on ESL, whole language, writing

TESL Canada Conference

- annually
- usually held in conjunction with a provincial conference

English Language Arts Council Conference (Alberta Teachers' Association)

- annually in May
- issues and trends in teaching English language arts, grades 1-12

University of Calgary Language Arts Conference

- annually in Banff
- two days of intensive sessions on a specific topic

APPENDIX I

CLOZE ACTIVITIES

CONTENT AREA CLOZE ACTIVITIES

INTERMEDIATE ESL LEVEL

OUR WONDERFUL EYES

Your eyes are among your best helpers. Old Mother Nature has _____ her part to help _____ them. A wall of _____ surrounds each eye to _____ it from hard knocks. _____ eyelids can drop down _____ the eyes to keep _____ light that is too _____. The eyelashes often keep _____ dust from getting into the _____. Tears often wash _____ out of the eyes.

_____ you want to have _____ eyes when you are _____, you must do your _____ in taking care of _____. Be careful not to _____ facing the light. Bright _____ coming right into the _____ while you read is _____ for them. Remember that _____ eyes must work harder _____ you try to read _____ the light is poor. _____ your book or paper _____ that there is enough _____ on the page. Be _____ to hold your book _____ some distance from your _____ so that they do _____ become strained.

ADVANCED ESL LEVEL

FACTS ABOUT THE MOON

To us, the moon appears to be very large. Actually the moon is _____ smaller than the sun _____ the stars. However, because the moon _____ closer to earth than _____ other stars or planets _____ seems larger.

The moon _____ really quite far from _____. Even if we could _____ to the moon in _____ rocket traveling five thousand _____ an hour, it would _____ us about forty-eight hours _____ get there!

Once we _____ on the moon, we _____ find that it grows _____ hot in the daytime _____ extremely cold at night. _____ is because the moon _____ no air to protect _____. The air around our _____ protects it from the _____ rays and also keeps _____ from losing too much _____.

For many years men _____ dreamed of reaching the _____ to see exactly what _____ are like there. We _____ that on the moon _____ would not find free _____ in lakes or streams. _____ of the lack of _____ and water on our moon, we do not _____ to see plants _____ animals as we do on _____.

EXAMPLES OF CLOZE ACTIVITIES

Objective: To enable the student to demonstrate reading comprehension of familiar materials.

Directions: Read quickly through the text, then go back and fill in the blanks.

Example 1:*

Once upon a time a farmer had three sons. The farmer was rich and had many fields, but his sons were lazy. When the farmer was dying, he called his three sons to him. "I have left you _____ which will make you _____," he told them. "But _____ must dig in all _____ fields to find the _____ where the treasure is _____."

After the old man _____ died, the three sons _____ out into the fields _____ began to dig. "I'll _____ the first to find _____ place where the treasure _____ buried," cried the eldest _____. "That's the field where _____ father put the treasure," _____ another son. The three _____ dug all the fields _____ several years, but they _____ no treasure. However, many _____ grew in the fields _____ the sons had dug. _____ vegetables made them very _____.

Elementary

Example 2:

It is estimated that in the last two thousand years the world has lost more than a hundred species of animals. A similar number of species of birds has also become extinct. The real significance of _____ figures, however, lies in _____ fact that almost three-quarters _____ all the losses occurred _____ the past hundred years _____ as a direct result _____ man's activities on this _____. It is essential for _____ whole process of evolution _____ the extinction of certain _____ should occur over a _____ of time. But extinction _____ occur by nature's design _____ not as a result _____ the activities of man. _____ is by no means _____ to the preservation of _____ species of animal and _____ life. Conservation means the _____ ignored, then within a _____ short time our water _____ will be found inadequate.

Advanced

*From J.B. Heaton, Writing English Language Tests for Teachers of English as a Second or Foreign Language (London: Longman Handbooks for Language Teachers, 1975), pp.123-24.

General Note: Scores of 53% or above suggest that the material is suitable for independent reading, scores between 44% and 53% indicate that the material is suitable for instructional use, and scores below 44% indicate that the material is too difficult.

VARIATIONS OF CLOZE PROCEDURE*

1. **Purpose:** To encourage correct use of *pronouns.*

   Example: Fill in the blanks with *he, we, him, his, her,* or *it.*

   Sam was delivering newspapers. _____ knew that Mrs. Smith was waiting for _____. He could almost hear _____ screaming for _____ to hurry. _____ was a most impatient woman, who could never control _____ temper. Was a newspaper so important that she couldn't wait five extra minutes for _____?

2. **Purpose:** To focus attention on *inflectional* endings.

   Example: Fill in the missing part of the word or write an X in the blank if nothing needs to be added to the word.

   I was walk _____ home from school. Mary was walk _____ on the other side of the street. She always walk _____ on that side. I wanted to cross the street and walk _____ with her, but I didn't. I felt just like a character from the cartoon "Peanuts."

3. **Purpose:** To call attention to rhyme.

   Example: Fill in the blank with a rhyming word.

   a. The leaves are tumbling from the trees so tall,
      the season of the year is _____.
   b. Brown is a freckle, brown is a mole,
      Brown is the earth when you dig a _____.

4. **Purpose:** To focus on the use of a simile.

   Example: Fill in the blanks.

   a. The duck was in the water. It swam very slowly. Everything was very peaceful. In the middle of the blue water, the duck looked like a _____ _____.

      While the above might be used specifically for developing greater familiarity with or encourage greater use of similes, notice how it requires attentive reading of details in order to arrive at a good production.

   b. Again, examples can be chosen from works of literature. Consider the following:

      "My mother's voice is warm and soft as a _____."

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*J.J. Pikulski, "Using the Cloze Technique," Language Arts 53, no. 3 (1976): 317-18, 328.

"My sister's voice is sharp and high like _____ flying in the air."

STRATEGIES FOR DOING CLOZE PASSAGES*

Directions: Here are seven strategies that will help you improve your score on cloze passages. Check each strategy that you used.

_____ 1. I read the passage through from beginning to end.

_____ 2. I thought about the main idea of the passage.

_____ 3. I used a pencil so I could make corrections to my work.

_____ 4. I read each sentence completely before filling in the blank.

_____ 5. I wrote several possible answers in each blank before making a final choice.

_____ 6. I read the sentences before and after each sentence for which I am giving a word to ensure that my answer agrees with the rest of the passage.

_____ 7. I read through the entire passage and checked for accuracy of my answers.

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*Edmonton Public Schools ESL Assessment Handbook (Edmonton: Instructional Services Division, 1983), p. 46.

APPENDIX II

THE LANGUAGE EXPERIENCE APPROACH

LANGUAGE EXPERIENCE LESSON PLAN

Since language experience is regulated by the students' contributions, no division needs to be made between beginning, intermediate or advanced levels. (The students who participated in this lesson were between the ages of 10 and 15 years and they had between one-half year and one full year of ESL instruction.)

Objective:

- Through experiential dictation, the ESL student will develop sight vocabulary, reading fluency and an increased knowledge of standard usage of the English language.

Materials:

- chart paper and/or an overhead projector (duplicated copies of experiences can be made after the first dictation is taken)
- duplicated copies of teacher's story

Method:

Step 1

- Students went on a field trip to their teacher's house and made ice cream. (Any field trip can facilitate language development.)
- Upon returning to the classroom, the students dictated the following account of their trip:

  Thursday, September 30

  We walk to Mrs. Cranbrook house. We make ice cream with vanilla, sugar, salt and cream. We cook it. It cool for four hours. We put in the ice cream freezer. We put ice and little salt around the bucket. The bucket turned around 10 minutes and make it freeze. Last we added strawberries. (The students contributed the sentences in sequence, guided by questions: "What did we do next? And then?" The teacher records **verbatim** what students say.)
- The teacher then read that story to the students, encouraging anyone who wished to read along. This was done several times. Then the teacher read a line and had the students chorally read the same line (echo reading). Finally, the story was read by the whole group together. (Copies of the original story can be typewritten, cut up and reassembled by the students if some still do not know the words in the story. The original should remain in view as they do this.)

Step 2

- When students could easily read the story, the teacher introduced a recipe for making ice cream. The teacher wrote the following story on another chart paper:

RECIPE FOR ICE CREAM

Our class went to Mrs. Cranbrook's house to make ice cream. First we combined vanilla, sugar, salt and cream. Then we cooked and cooled the ice cream. Then we put the mixture in the freezer bucket. We put ice and salt around the bucket. Next we turned the freezer handle. In ten minutes we added some strawberries. Finally, we ate the ice cream. (Adverbs and ordinals were emphasized as they were in the questioning for the original story.)

- The teacher read the recipe to the students, asking them to read along if they could. Echo reading and choral reading followed. Copies of the recipe were distributed to the students and another choral reading was done.

Step 3

- The original story was written on the blackboard with space under each sentence for rewriting. Students were encouraged to make sentences longer or use different words to say the same thing. An example of the changes made is:

"We walk to Mrs. Cranbrook house,"

became

"First we walk to Mrs. Cranbrook house."

"We put in the ice cream freezer."

became

"We put the mix in the ice cream bucket."

(Both still contain errors, but important progress is being made.)

Step 4

- The following sentences from the original copy were printed on an overhead projection and students were encouraged to contribute other words which could be used. There is a *T* beside teacher contributions and an *S* beside student contributions:

We _____ to Mrs. Cranbrook's house.

walk (original)	
walked	T
run	S
drived	S
biked	S

drove T

went T

Following each contribution, the whole line was read chorally:

_____ we ate the ice cream.

Finally T

Then S

At end S

Last S

At last T

(Teacher read orally at the end.)

Follow-up:

- The passage could be used for introduction of ordinals with each step being numbered.
- Students could write their own recipes for ice cream.
- The stories could all be bound in a book to be placed where students could reread it.
- Other experiences could be used in the same manner.
- As the students' skills develop they can be requested to write their own account of a field trip, film, speech or story.

APPENDIX III

SONG

LESSON PLANS USING SONGS

SAMPLE LESSON 1: SONG - "THERE'S A HOLE IN THE BOTTOM OF THE SEA"

Level:

- all levels

Aim:

- to teach vocabulary
- to focus attention on prepositions *in*, *on*, and *of*

Student Objectives:

- to follow directions
- to listen for missing words
- to tell events in sequence

Materials:

- cloze exercise, chalkboard

Method:

- Draw an outline of the sea and the bottom with a hole in it. Teach the song to the students by singing one verse at a time and adding items to the picture as they are mentioned in the song. Explain vocabulary as necessary. After the song has been sung several times distribute the cloze exercise. Sing the song again if necessary. As a follow up, the cloze exercise could be cut into sentences and arranged in sequence by the students.

THERE'S A HOLE___THE BOTTOM___THE SEA

THERE'S A HOLE___THE BOTTOM___THE SEA.
THERE'S A HOLE___THE BOTTOM___THE SEA.
THERE'S A HOLE, THERE'S A HOLE,
THERE'S A HOLE___THE BOTTOM___THE SEA.

THERE'S A LOG___THE HOLE,___THE BOTTOM___THE SEA.
THERE'S A LOG___THE HOLE,___THE BOTTOM___THE SEA.
THERE'S A HOLE, THERE'S A HOLE,
THERE'S A HOLE___THE BOTTOM___THE SEA.

THERE'S A FROG___THE LOG,___THE HOLE,___THE BOTTOM___THE SEA.
THERE'S A FROG___THE LOG,___THE HOLE,___THE BOTTOM___THE SEA.
THERE'S A HOLE, THERE'S A HOLE,
THERE'S A HOLE___THE BOTTOM___THE SEA.

THERE'S A WART___THE FROG,___THE LOG,___THE HOLE,___THE BOTTOM___THE SEA.
THERE'S A WART___THE FROG,___THE LOG, ___THE HOLE,___THE BOTTOM___THE SEA.
THERE'S A HOLE, THERE'S A HOLE,
THERE'S A HOLE___THE BOTTOM___THE SEA.

THERE'S A HAIR___THE WART,___THE FROG,___THE LOG,___THE HOLE,___THE BOTTOM___THE SEA.
THERE'S A HAIR___THE WART,___THE FROG,___THE LOG,___THE HOLE,___THE BOTTOM___THE SEA.
THERE'S A HOLE, THERE'S A HOLE,
THERE'S A HOLE___THE BOTTOM___THE SEA.

THERE'S A FLEA___THE HAIR,___THE WART,___THE FROG,___THE LOG,___THE HOLE,___THE BOTTOM___THE SEA.
THERE'S A FLEA___THE HAIR,___THE WART,___THE FROG,___THE LOG,___THE HOLE,___THE BOTTOM___THE SEA.
THERE'S A HOLE, THERE'S A HOLE,
THERE'S A HOLE___THE BOTTOM___THE SEA.

THERE'S A GERM___THE FLEA,___THE HAIR,___THE WART,___THE FROG,___THE LOG,___THE HOLE,___THE BOTTOM___THE SEA.
THERE'S A GERM___THE FLEA,___THE HAIR,___THE WART,___THE FROG,___THE LOG,___THE HOLE,___THE BOTTOM___THE SEA.
THERE'S A HOLE, THERE'S A HOLE,
THERE'S A HOLE___THE BOTTOM___THE SEA.

Current popular songs are also excellent resources.

SAMPLE LESSON 2: "SINGLISH" LESSON

Level:

- intermediate

Student Objectives:

- to practice the present perfect tense
- to enhance listening comprehension
- to facilitate long term memorization

Materials:

- VHS videocassette player
- VHS videocassette (prerecorded song by Peter, Paul and Mary: "Where Have All The Flowers Gone?")
- overhead projector and screen
- teacher-made transparency - stick figures
- (5) sets of flashcards - one picture on each card
- sets of worksheets (one for each student)
- pointer

Length of Activity:

- 45 minutes

Method:

- Briefly describe what the students are going to hear and see: why the song is well known, the role of Peter, Paul and Mary in contemporary folk music, and so on (2 minutes).
- Ask the students to listen, watch the video carefully and try to understand as much of the song as they can (3 minutes).
- Discuss the students' impressions of the song after the first hearing. What is the song about? Their answers will likely be mainly words or groups of words: flower, girls pick, soldiers, long time, etc. (3 minutes).
- Play the song again. Put the transparency on the overhead projector and follow the first verse. Sketch appropriate pictures. (See the pictures following the "Follow-up".) Proceed sentence by sentence. With the help of the pictures and the videotape students will eventually comprehend what they have heard.
- In the second verse, have the students take over. They will have discovered the structure of the lyrics by now, so they can predict what the next verse will be. Follow a similar format until the song is finished (12-15 minutes). Explain new vocabulary, for example, cover, graveyard, etc.

- Divide the class into small groups of three or four students. Give each group a set of flashcards which are in random order in the envelope. Students listen to the recording again sentence by sentence and then put the cards in order. Stop the tape if necessary and wait till each group has put down the next card (5 minutes).
- Ask the students to follow the pictures on the cards and sing first with the tape then without the tape (7 minutes).
- Ask a student to write the sequence of *keywords* on the blackboard (flowers, young girls, young men, etc.). The teacher or a student plays the guitar/autoharp, and the class sings along (10 minutes).
- Distribute the sets of photocopied worksheets and explain the homework. Students are supposed to write the words of the song under the corresponding picture (1-2 minutes).

Follow-Up:

- Musical chairs – new vocabulary on cards; student with no seat forms a sentence with the new word.
- Play/hum, etc., fragments from a song; students have to recall the words.
- Dramatization of the story "Big Bad John".
- Read a story with similar content or from a similar historical and cultural era.
- Students retell/rewrite the story.
- Students find illustrations/magazine pictures that can be related to the song.
- "Has anything similar happened to you or a friend of yours? Tell us."
- "Do you know a song with a similar content or message from your home country? Sing it to us. Try to translate the words to English."

WHERE HAVE ALL THE FLOWERS GONE?

1. *Where have all the flowers gone?*
   Long time passing.
   Where have all the flowers gone?
   Long time ago.
   Where have all the flowers gone?
   The girls have picked them ev'ry one.
   Oh, when will you ever learn?
   Oh, when will you ever learn?

2. *Where have all the young girls gone?*
   Long time passing.
   Where have all the young girls gone?
   Long time ago.
   Where have all the young girls gone?
   They've taken husbands ev'ry one.
   Oh, when will you ever learn?
   Oh, when will you ever learn?

3. *Where have all the young men gone?*
   Long time passing.
   Where have all the young men gone?
   Long time ago.
   Where have all the young men gone?
   They're all in uniform.
   Oh, when will you ever learn?
   Oh, when will you ever learn?

4. *Where have all the soldiers gone?*
   Long time passing.
   Where have all the soldiers gone?
   Long time ago.
   Where have all the soldiers gone?
   They've gone to graveyards, every one.
   Oh, when will they ever learn?
   Oh, when will they ever learn?

5. *Where have all the graveyards gone?*
   Long time passing.
   Where have all the graveyards gone?
   Long time ago.
   Where have all the graveyards gone?
   They're covered with flowers, every one.
   Oh, when will they ever learn?
   Oh, when will they ever learn?

6. *Where have all the flowers gone?*
   Long time passing.
   Where have all the flowers gone?
   Long time ago.
   Where have all the flowers gone?
   Young girls picked them every one.
   Oh, when will they ever learn?
   Oh, when will they ever learn?

WHERE HAVE ALL THE FLOWERS GONE?

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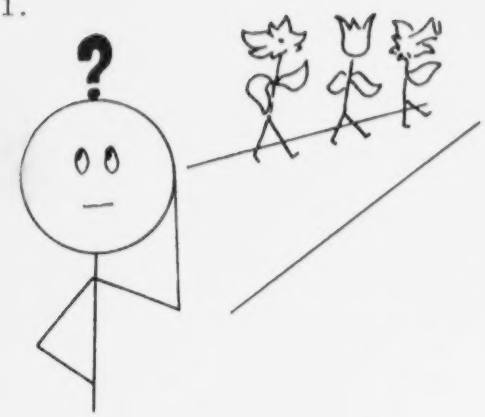

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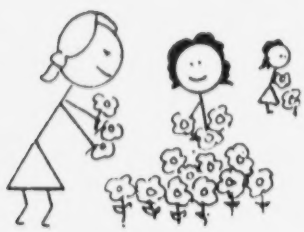

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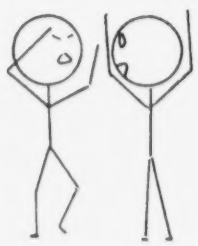

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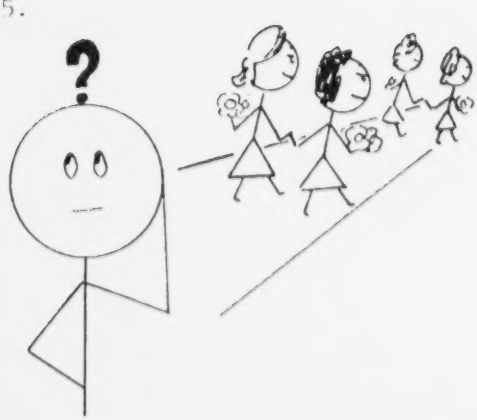

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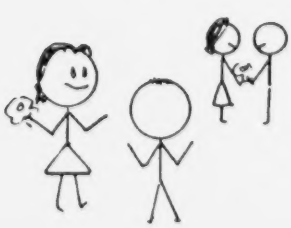

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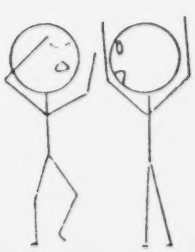

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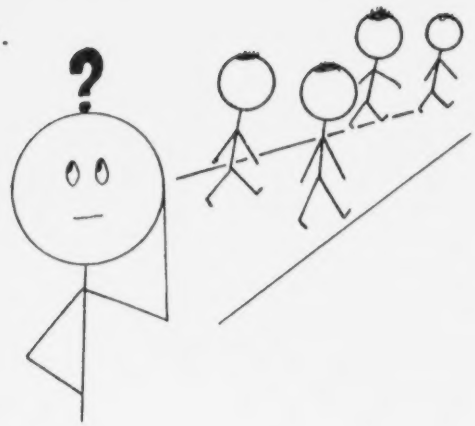

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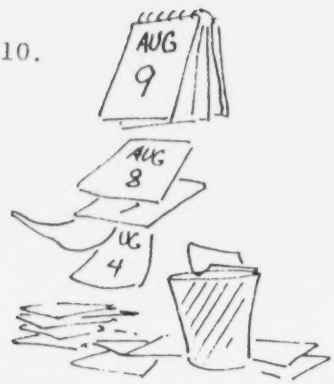

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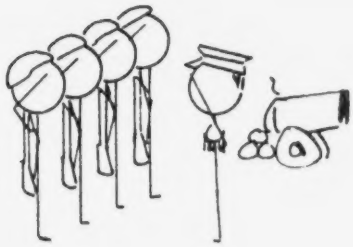

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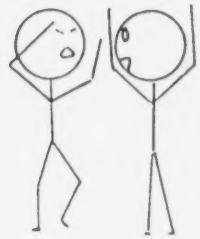

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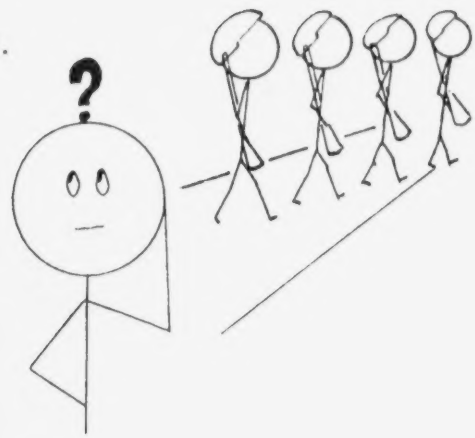

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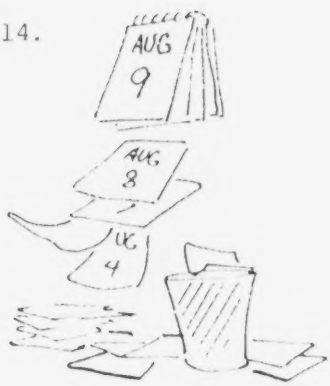

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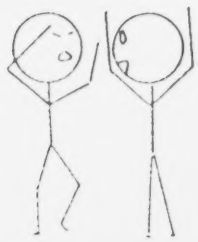

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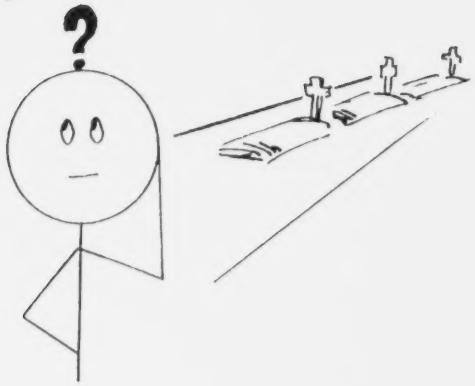

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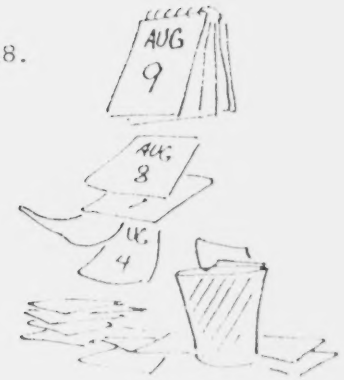

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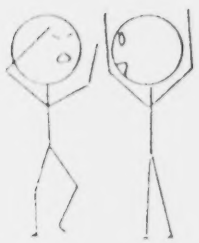

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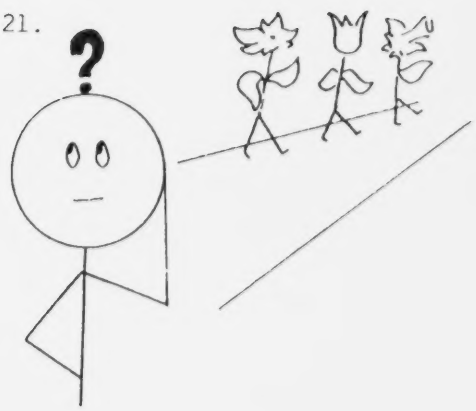

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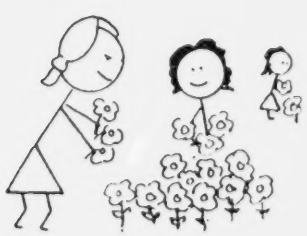

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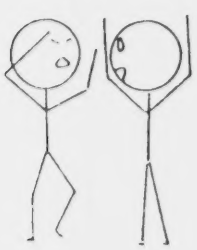

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APPENDIX IV

RHYTHMICAL LITERATURE

LESSON PLAN USING RHYTHMICAL LITERATURE

SAMPLE LESSON: USING RHYTHMICAL, REPETITIVE LITERATURE TO ASSIST IN WRITING

Level:

- advanced beginner/intermediate

Objective:

- The ESL students will write their own compositions using sentence patterns from Bill Martin's "I Paint the Joy of a Flower."*

Materials:

- book and tape of "I Paint the Joy of a Flower"
- cloze outline of poem with verbs and nouns deleted
- overhead projection of the cloze passage

Method:

- Students and teacher listen to tape and read along as Bill Martin Jr. instructs.
- Teacher rereads with students picking out descriptive words, looking at pictures.
- Using the overhead projection, write a new poem *with* the students about another theme, e.g., sports.
- Compile a list of adjectives which are appropriate to: sports, food, scenery, driving lessons, etc.
- Ask students to write their own poem by filling in the cloze passage (charts of objectives for specific topics should be visible to them).
- Teacher and student in unison read student's poem when it is complete.

Extension:

- Poems can be illustrated, bound and placed where others can enjoy them.
- Other predictable poems can be used in the same manner.

---

*Bill Martin Jr., Instant Readers (New York, N.Y.: Holt, Rinehart and Winston, 1970).

I _____ *THE JOY OF A* _____

I _____ *the* _____ *of* _____,

the _____ *of* _____,

the _____ *of* _____,

the _____ *of the* _____,

the _____ *of* _____,

the _____ *of the* _____,

the _____ *of* _____,

the _____ *of a* _____,

the _____ *of* _____,

the _____ *of* _____,

the _____ *of the* _____,

the _____ *of* _____,

the _____ *of* _____,

the _____ *of* _____.

This example is a 13-year-old Greek student's work using the frames of "I Paint the Joy of a Flower."

I LIKE THE JOY OF BASEBALL

I ___like___ *the* ___joy___ *of* ___a baseball game___,

the ___sound___ *of* ___the hit___,

the ___sound___ *of the* ___umpire shout___,

the ___feeling___ *of the* ___sun___,

the ___colour___ *of* ___the uniforms___,

the ___throwing___ *of* ___the ball___,

the ___sound___ *of a* ___cheer___,

the ___taste___ *of* ___a hotdog___,

the ___coolness___ *of* ___a drink___,

the ___running___ *of the* ___player___,

the ___sound___ *of* ___an out___,

the ___happiness___ *of* ___a home run___,

the ___feeling___ *of* ___a foul ball___.

APPENDIX V

FILM

SAMPLE LESSON USING FILM

SAMPLE LESSON 1: BALABLOK

(National Film Board of Canada, 1060 0372 097, 7:27 minutes)

Balablok is an animated film without words that presents conflict in terms of warring shapes of different colours: squares versus circles. Tone, inflection, and facial expession communicate meaning. The film shows how a fight is started and the consequences of fighting.

Level:

- all levels

Aim:

- to illustrate the irrational nature of prejudice
- to develop the concept of symbolism

Student Objectives:

- to encourage students to infer what the squares and circles represent
- to encourage students to discuss prejudice
- to encourage students to relate the events in the film to their own lives
- to discuss appropriate ways to deal with prejudice
- to relate the concept of symbolism to daily events in the students' lives

Method:

- Introduce this film with the following questions to guide the discussion.
  - What's this film about?
  - Can you explain the end of the film?
- Show the film all the way through without interruptions.
- Discussion should determine how well the students grasped the message of the film. If they are having difficulty ask these questions:
  - How were the shapes different?
  - What happens when they meet? Why?
  - The story just stops. What ending would you give it?
  - The circles and squares represent something else. What?
- Discuss obvious cases of symbolism in the students' lives: for example, crossroad symbols, a ringing bell. Show the film again and ask the students to relate the film to human activities (if they have not made this association before).

Activities for Groups:

- Prepare a commentary to the film and tape it.
- List other examples of symbols in their lives.

- Examine incidents of discrimination and prejudice in terms of personal experience.
- Interview other students, adult friends, and their families to find effective ways for dealing with prejudice.
- Skim film resource book to find other films on this topic.

The following checklist for working in groups apears in the handbook from Edmonton Public Schools.*

WORKING IN GROUPS

Directions: Check the activity if you are able to do it.

During group activities I am able to:

_____ 1. be polite to the other members of my group

_____ 2. be careful not to hurt other students' feelings

_____ 3. listen to what other students have to say

_____ 4. understand why some students don't want to talk in the group

_____ 5. be the group leader or recorder if it is my turn

_____ 6. talk with the other group members to be sure that I understand the discussion question

_____ 7. go to my station after the groups have been formed

_____ 8. number off properly to form my group

_____ 9. think about the questions assigned to my group, and tell the other group members what I think.

---

*Edmonton Public Schools ESL Assessment Handbook (Edmonton: Instructional Services Division, 1983), p. 43.

APPENDIX VI

THE THEMATIC UNIT

THEMATIC UNITS

SAMPLE LESSON 1: SPORTS

Level:

- all levels

Aim:

- to illustrate that sports are an important part of most students' lives

Student Objectives:

- to acquaint students with the types of sports played in Canada

Materials:

- pictures, books, globe, filmstrip, sports equipment (if available)

Method:

- Discuss our winter and summer sports. Record on the blackboard, in columns, our winter and summer sports. Explain that in some countries there are not as many seasons, and therefore the sports that are played are quite different.
- What winter sports did you enjoy in your country? Summer sports? Locate the countries on the globe and add the sports and country to the chart on the blackboard. Discuss the various sports and show filmstrips.

Activities:

- Compare different versions of a game. Learn the names of various games. Make up a game. Complete one or more of the activities from the "Hockey Night in Canada" activities following.

Evaluation:

- Teachers may wish to evaluate students' progress on a group project basis as students do the activities and turn in their completed projects. Activities and projects include explaining and playing games and/or "Hockey Night in Canada" activities.

Activities for "Hockey Night in Canada"

To assist students in their group work, each of the following activities should be typed on an index card.

A. You are the owner of a new hockey team being formed in your community. You will need to make many decisions about the team.
   1. Choose a name for your team.
   2. Design your team crest.
   3. Choose your team colors and design a uniform using these colors.
   4. Prepare a radio commercial that will advertise your team.

B. It is believed that the game of ice hockey originated in Kingston, Ontario, on Christmas Day in 1885. Some young soldiers with the Royal Canadian Rifles cleared the snow from the ice in the harbour, put on their skates and played with field-hockey sticks and a lacrosse ball. Pretend that you were one of the young soldiers who took part in the game that day in 1885. Write the story of that first hockey game from your point of view.

C. The National Hockey League (NHL)

Do a project on the NHL. Use the following outline to help you. Your work may be presented in the form of a booklet, chart, poster, tape presentation, or newspaper article.

History of the NHL. How did the NHL begin? How has it changed over the years?

Present Organization. What teams, conferences, divisions are involved?

Awards. What are the awards? For what are they given?

Jobs in the NHL. What do coaches, trainers, managers, owners and officials do? What other hockey jobs are there?

Stars. Who are some famous past and present stars of hockey?

D. Many cities have teams in the NHL. How much do you know about these cities? Complete this chart about cities in the NHL.

City	Population	Location	Special Features
MONTREAL			
VANCOUVER			
EDMONTON			
NEW YORK			
CHICAGO			
BOSTON			

E. She Shoots, She Scores?

Many people think males and females should play together on the same hockey team. What do you think? Write an article explaining how you feel about this.

F. You are going to the Soviet Union with Team Canada. Before you go, you want to know about the country you will visit. Here are some things to find out:

- size
- population
- culture
- agriculture
- climate
- major cities
- currency
- industry
- food
- customs
- government

APPENDIX VII

LANGUAGE THROUGH ACTION

When you have learned something about the Soviet Union, design a travel folder containing information useful to your fellow travellers.

G. Make up a dictionary of hockey words and expressions. Write or find a definition of each term. Use illustrations where they will be helpful. Make sure your dictionary is in alphabetical order.

H. Read about hockey. Some examples of reading materials are: books, newspaper articles, sports magazines.

SAMPLE LESSON 2: COMMON AILMENTS/BODY PARTS

Level:

- beginner

Aim:

- to introduce students to the names of parts of the body and common ailments

Student Objectives:

- to familiarize themselves with the names of the different parts of the body and common ailments

Materials:

- a set of cards illustrating parts of the body and/or
- a set of cards illustrating parts of the body and various ailments

Method:

- Show picture cards of parts of the body.
- Elicit questions and participation from students.
- Illustrate parts of the body and various ailments.

Activities:

- Students fill in the blanks on the picture of the parts of the body. Play a game using the *action sentences.*
- Sing "Head and Shoulders, Knees and Toes" and/or "If You Have This On Stand Up".

Evaluation:

- A student mimes an ailment, and other students guess what part of the body hurts by asking yes/no questions until one student guesses the correct answer.

Follow-up:

- Divide the students into groups of two. Each group dramatizes a situation: one student is the doctor and the other student pretends he is sick.

Other Suggestions:

- Introduce idioms using parts of the human body to express other ideas.

  Examples:

<u>About face</u>	change one's mind

  He did an about face after learning the truth.

<u>Big hand</u>	generous applause

  Let's give him a big hand when he comes on stage.

<u>By ear</u>	without reading music

  He plays the piano by ear.

<u>Big hearted</u>	generous

  He's a big hearted guy.

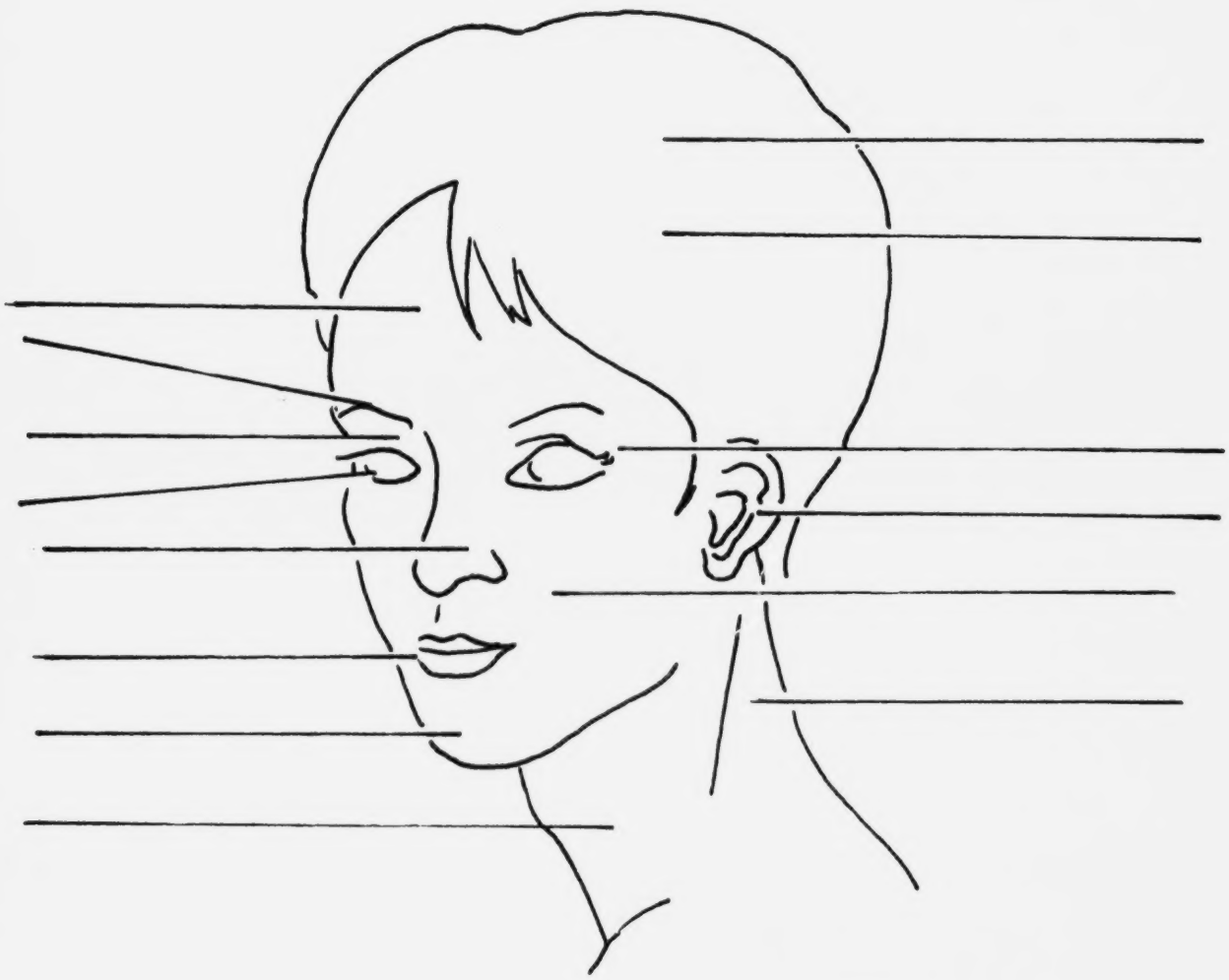
<u>Make faces</u>	twist the face in a funny manner

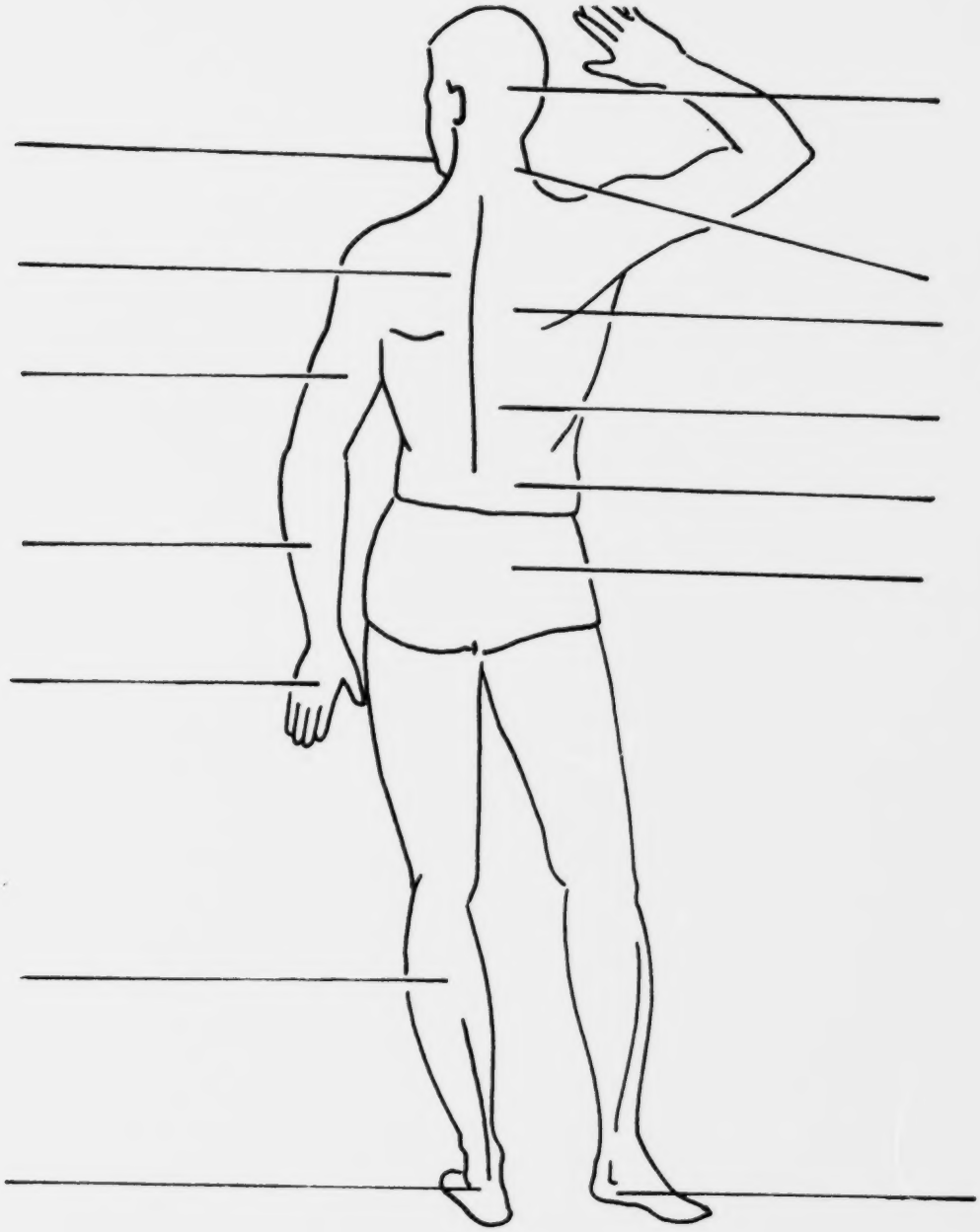
  The clown makes faces at the children.

<u>Get out of hand</u>	out of control

  She lets the class get out of hand.

- **Fill-in-the-blanks**





- **Common ailments**
  - headache
  - stomach ache
  - broken leg
  - sprained wrist/ankle
  - sore on arm/leg
  - sore throat
  - runny nose
  - cold
  - cut on finger
  - pain in abdomen/chest
  - bruise on face/leg
  - rash on back/arms
  - cough
  - acne

LANGUAGE THROUGH ACTION*

SAMPLE LESSON 1

Objective:*

- The beginning ESL student will become familiar with school language and become oriented to the new school setting.

Materials:

- illustrated and labelled maps of classroom and school

Method:

- Teacher (or trained peer tutor) and student move around the classroom, teacher naming major objects as they are located. Do not request student to speak as hearing the objects named will help him eventually incorporate these terms into his work vocabulary.
- Give the map to the student to keep and refer to as directions are given requiring movement to a specific part of the room.
- During the orientation period ensure that the directions given refer to objects on the map.

Extension:

- Refer to the map as directions are given.
- Do a similar tour of the school, familiarizing the student with the library, office, infirmary, gymnasium and counsellor's office.
- Ensure that the student (and his tutor) are requested to perform duties that involve going to these locations in the school (returning balls, delivering notes).

SAMPLE LESSON 2

Objective:**

- To increase the students' understanding of feelings through action.

Procedure:

- Students act out emotional or affective states of being such as angry, sad, happy, nervous, tired, and afraid. First, the instructor either demonstrates an emotional response or shows a picture. As usual, the new vocabulary is introduced through the

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*Adapted from James J. Asher, Learning Another Language Through Actions: The Complete Teacher's Guidebook (Los Gatos, CA: Sky Oaks Productions, Inc., 1982).

**Ibid., pp. 72-73.

imperative. The teacher says:

"I am angry. The man in this picture is angry. José, turn the picture of the angry man toward the wall. Maria, be angry. Tap Lauro on the arm."

For sadness, the teacher says:

"The woman in this picture is sad because she has lost her purse. She looks like this."

The instructor puts a sad expression on her face. *"Look at my face. I am sad. Elaine, take Maria's purse. Maria, look sad. Now cry."*

For happiness:

"Wing, run to the table, get ten dollars and give it to me. Now I am happy.

Hung, find a picture of a happy face and put it next to the sad face.

Yen, tell Luis that he is handsome. Luis, when she says you are handsome, look happy."

The emotion of nervousness was handled as follows:

"This boy is about to take a test in school. He is nervous. When I am nervous, I tap my foot. Pablo, show us what you do when you are nervous.

This woman is nervous because she is late for work. Eduardo, what do you do when you are nervous? Show us."

The state of being tired:

"This man has walked many miles. He is tired.

After I work all day, I feel tired.

Carlos, jump ten times. Carlos, do you feel tired? Delores, do you think Carlos looks tired?"

For the emotion of fear, the teacher says:

"This girl has just seen a horror movie which has monsters that look like this. The girl is afraid. José, I am going to hit you. Look afraid. José, scream.

Shirou, hit me with your book. Look at my face. I am afraid of Shirou."

APPENDIX VIII

FIELD TRIPS

FIELD TRIPS

SAMPLE LESSON 1: OVERNIGHT CAMPING

Following is a description of a two-day camping trip which involved regular junior high school students and ESL students.

Planning for the camping trip started several weeks in advance. All students were given a list of clothing and equipment that would be required and a schedule of the activities in which they would participate. For many of the ESL students this meant active involvement with language which was totally unfamiliar to them. Several class periods were spent finding pictures of the required items in magazines and catalogues. The activities in which they would be involved were discussed. Maps were studied to see where they would be going and what they might expect to see. Arrangements were made to borrow equipment to examine each piece first hand. This was all done with an ESL teacher in an ESL classroom, but could also be done with the help of another teacher, a student buddy, or a teacher's aide.

At the camp groups of nine or ten students participated in activities together. The ESL students were integrated with the other students. They took their turns setting and cleaning the tables, making sandwiches and ringing the bell to signal meal times.

The activities at the camp included hiking, climbing ropes, canoeing, archery and various outdoor activities such as building a campfire and using a compass. All the students were required to keep a journal of their camping experiences. The ESL students did their journals on their own or with the help of a teacher or friend.

At school the following week, the ESL students wrote or dictated stories about their camping trip and discussed them with great enjoyment.

One of the most successful activities for making the ESL students feel a part of the group was one called "Innovative Tasks."

Innovative Task 1. In an open field blindfolds are provided for each student. The groups are told that the teacher or leader were secretly give each student a number between one and however many students there are in their group. The task is to line up in numerical order. The following conditions are given.

- Students cannot speak after they are given the number.
- They are blindfolded before they are given the number.
- The teacher moves them to a different position after they are blindfolded and given the number.
- They are given ten minutes to devise a system to get in line.

This provided a real challenge to one group who had a peer who had been learning English for only a month.

Innovative Task 2. Equipment required: a telephone pole. The task is to see how far up a pole each group can reach by placing a piece of masking tape at the high point. Most groups eventually build a pyramid with three members standing shoulder to shoulder at the base of the pole, two more on the shoulders of the first three and one person on the top of the pyramid. All members of the group are involved in planning the strategy, hoisting up or helping down members. (In the camping trip described above some of the Vietnamese children who were of smaller stature soon gained the privilege of highest person on the pyramid.)

CAMPING ACTIVITIES: SAMPLE JOURNAL

Date	Activities	Meals	Interesting Things I Noticed	Things I Enjoyed	Things I Would Like to Have Done
May 24	rope climbing archery innovative tasks outdoor activities lighting a fire with one match animal survival game canoeing and hiking	chicken, potatoes corn, milk sandwiches, milk	beaver lodge horses, cattle	sleeping in a teepee canoeing on the river	horseback riding

APPENDIX IX

GAMES

GAMES*

SAMPLE LESSON 1: SHALL I? WOULD YOU?

The following games may be useful in both ESL and regular classrooms.

Language Point:

- requests and offers

Skill:

- speaking

Level:

- beginner, intermediate

Aids:

- cards with the name of an object written on each (e.g., window, car, book)

Lexical Area:

- action verbs

Method:

- The class tries to guess a word from the requests/offers that a student gives them as prompts.
- The teacher hands a student a card with a word on it and the student gives as many clues as he can think of. For example, if the word were *window*, the discussion might be:

  Student #1: Would you open it for me, please?

  Student #2: Book?

  Student #1: Would you mind cleaning it for me, please?

  Student #3: Car?

  Student #1: Shall I close it for you?

  Student #4: Window?
- If necessary, appropriate question forms can be written on the board as prompts. For example:

Offers	Requests	
Can I _____?	Will you _____?	Can you _____?
Shall I _____?	Would you _____?	Would you mind _____ing?
Could I _____?	Could you _____?	

*Michael Carrier and The Centre for British Teachers, Take 5. Games and Activities for the Language Learner (London: George G. Harrap and Co. Ltd., 1980).

- The teacher could call out instructions at a higher level of difficulty to more advanced students (e.g., polite request, or angry request).
- The game can be played in pairs, in groups or with one student in front of the class. To help weaker students, the cards can contain ideas for the questions as well as the word.

SAMPLE LESSON 2: YESTERDAY AFTERNOON

Language Point:

- simple past and past continuous question forms

Skill:

- speaking

Level:

- beginner, intermediate

Aids:

- cards with a name of a place or activity written on each, e.g., at the movies, playing tennis, at the dentist, watching television

Lexical Area:

- action verbs

Method:

- The teacher gives a student a card containing the name of a place or an activity. The class must guess where the student was or what he was doing the previous afternoon. The teacher can begin by asking the first few questions himself. For example: Were you alone? Did you buy anything? Were you outside/inside? Were you sitting down/standing/walking?
- When the teacher has asked one or two questions he should let class members ask the other questions. When a student guesses correctly, the teacher gives him a new card and the game begins again.

SAMPLE LESSON 3: HAVE YOU CLEANED THE BOARD?

Language Point:

- present perfect question forms

Skill:

- speaking

Level:

- beginner

Aids:

- none

Lexical Area:

- classroom object names

Method:

- A student is sent out of the room for a minute while the other students change something in the room – by moving the furniture, opening the window, cleaning the board, putting something on the floor or on a desk, and so on. The student then returns and must find out what has been altered by asking questions. For example: Have you moved this chair? Have you put this bag on the floor?
- The student should ask individuals but, of course, the questions are open to the whole class. There are three rules:
  1. The student can ask each member of the class one question only.
  2. The class members need only answer, "Yes, we have," or "No, we haven't" although they may tell the student whether he is **hot** (nearly right) or **cold** (nowhere near).
  3. If the student has to ask 10 questions before he finds out what has changed, his score is 10 points. The lowest score wins.

FURTHER GAME SUGGESTIONS

20 Questions

The teacher or a student may start the game by thinking of some person or thing currently being discussed by the class or group. The other students try to guess what he is thinking by asking questions. The object is to guess the correct answer before 20 questions have been asked. The student who finally guesses the answer becomes the next leader. If no one guesses correctly after 20 questions have been asked, the leader may choose another student to take his place or he may remain leader for another turn.

Chain Directions

This game is played by a leader who gives a simple direction to one other student, such as, "Mike, give me a piece of chalk." Mike does this, then gives this same direction, adding one of his own for another student to complete. Mike might say, "Jane, give me a piece of chalk and walk around your desk." It is Jane's turn to complete the directions, then repeat them to someone else, adding a new direction. The game continues until someone is unable to repeat or carry out all the directions.

APPENDIX X

FOLK TALES

FOLK TALES

SAMPLE LESSON 1

Level:

- all levels

Objective:

- to illustrate, that all peoples, though culturally unique, share the same feelings and needs

Materials:

- filmstrips and/or pictures of a folk tale

Method:

- Read or tell a folk tale such as "How the Mayans Got Fire and Fooled Their Enemies." Discuss feelings by asking, "How did the Mayan chief feel when the dog was crossing the river with the fire stick?"
- Show pictures and/or a filmstrip as you tell the story. Guide the students in comparing the feelings of the characters in the folk tale and their own feelings and reactions. Lead them to the discovery that cultural aspects make each folk tale unique.

Evaluation:

- Pretend you are a Mayan chief. Draw and/or write what you would do with fire. Complete the exercises orally and/or in writing after reading the folk tale.

Follow-up:

- The class writes a folk tale.
- Each student shares a folk tale from his or her country with the class, either orally and/or in writing.
- Numerous folk tales are made available for students to read and discuss.
- The structure of a folk tale is taught to the students.
- The folk tale is dramatized using student-prepared costumes.
- Students make a comic strip to illustrate the folk tale.
- A grid for comparison of this folk tale with others is created.

Folk Tale	Hero	Problem to Overcome	Steps to Solve Problem	Lesson

How the Mayans Got Fire and Fooled Their Enemies*

(MEXICAN)

Learn these words and expressions with your teacher.

baskets	fool	Mayan
blanket	friendly	steal
chief	gift	stick
enemy	Indian	go out
feather	light/lit	

Many, many years ago the Mayans lived near a big lake. On the other side of the lake there was a different group of Indians. The two groups were enemies. The other group of Indians had fire and the Mayans didn't. 1

The Mayan chief wanted to get fire for his people. He knew that fire was very important for cooking and keeping warm.

He sent two of his men to ask the people on the other side of the lake for some of their fire. The men got in a boat and crossed the lake.

Those people wouldn't listen to the chief's men. They told them to leave and threw stones at their boats. 2

"Maybe they will be friendlier if I send them some gifts," the chief thought. He picked two other men and sent them across the lake. This time the men took many beautiful and important gifts with them. They carried baskets of corn, beautiful hats with feathers and blankets. 3

When they reached the other side of the lake, the people there were still not friendly. Again they told them to leave and threw stones at their boats. 4

The chief didn't know what to do. He spoke with all of the important men of his village.

They decided to steal some fire. This is how they did it. The Mayans had many dogs. The chief asked his people to find the most intelligent dog in the village. At last they found the dog. The chief put a stick in the dog's mouth and sent him across the lake. 5

The dog swam to the other side of the lake. It was nighttime when he arrived and everybody was sleeping.

The dog walked quietly to the fire in the center of the village and lit the stick. 6

No one saw him as he walked back to the lake. He swam across the lake very slowly because he didn't want the fire to go out. He swam so slowly that it took all night to cross the lake.

In the morning he reached his village and walked carefully to the chief. The chief took the stick and started a fire in the center of the village. That is the way the Mayans fooled their enemies and got fire. 7

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*Aaron Berman, Forestville Tales (New York: Collier-Macmilan International, 1977), pp. 36-43.

EXERCISES

True/False

If the sentence is true, write *T*. If the sentence is false, write *F*.

1. ____A different group of Indians had fire.
2. ____The other Indians gave the fire to the Mayans.
3. ____The Mayan chief sent a dog to steal the fire.
4. ____The dog swam quickly.
5. ____The Mayans fooled their enemies.

Sentence Combining

Each number has two sentences. You are going to combine the two sentences into one shorter sentence. Here's how. In the second sentence, a few words are underlined. Put the underlined word or words in the correct place in the first sentence.

Example: The Mayans lived near a lake.
It was a very big lake.
The Mayans lived near a very big lake.

1. There was a different group of Indians.
   They lived on the other side of the lake.

   _____

2. The Chief sent two men.
   He sent them across the lake.

   _____

3. The Chief spoke with the men of his village.
   They were important.

   _____

4. The men picked a dog.
   It was very intelligent.

   _____

5. The dog swam across the lake.
   He swam slowly.

   _____

Verb Practice

Change the underlined verbs from the past to the present.

Example: The Mayans lived near a big lake.
The Mayans live near a big lake.

1. On the other side of the lake there was a different group of Indians.

_____

2. The other group had fire.

_____

3. The Chief's men carried baskets of corn.

_____

4. He swam across the lake.

_____

5. He didn't want the fire to go out.

_____

Fill-in-the-Blanks

Fill in the blanks with a word. It does not have to be the same word as in the story, but the sentence has to be correct. Try not to look back at the story until you are finished.

Many years ago the Mayans didn't _____ fire. On the other side of _____ lake where they lived there was a _____ group of Indians. The other group _____ fire, but the two groups were _____. The Mayan chief wanted to get _____ fire. He sent two of his _____ to ask the people on the _____ side of the lake for some _____ their fire. Those people wouldn't listen. _____ chief thought, "Maybe they will be _____ if I send them some _____." The men took gifts, but the other _____ were still not friendly.

SAMPLE LESSON 2: THE AUTUMN MOON FESTIVAL

Level:

- all levels

Aims:

- to illustrate that the celebration of harvest takes a variety of forms in our multicultural society
- to develop students' awareness of other cultures

Student Objective:

- to describe and compare at least one way of celebrating harvest that is different from their own

Materials:

- lunar calendar
- filmstrip of festivals of harvest
- artifacts contributed by Chinese students or a resource person (either from class or outside)

Method:

- Begin by eliciting traditional ways in which students' families celebrate this holiday, e.g., special food, clothing, songs, and rituals. Note: This part of the lesson will vary with the composition of the class. A large chart for comparison is useful.

Ethnic Origin	Special Food	Clothing	Songs	Rituals

Activities:

- Show the filmstrip. Share the artifacts. Involve resource persons if applicable.

Evaluation:

- Students read "The Autumn Moon Festival" and fill in the blanks in the exercise. Comprehension questions can also be used.
- The puzzle can be used as a vocabulary review exercise.
- Students participate in art projects such as making paper lanterns.

Follow-up Suggestions:

- The class participates in an Autumn Festival celebration in the school or in the community.
- Students write and/or illustrate a harvest festival from their country and share with classmates.
- Students make moon cakes.
- Students keep a traditional holiday chart posted and add to it as they learn about other holidays and other ethnic groups.

THE AUTUMN MOON FESTIVAL

The Autumn Moon Festival is an occasion for family reunions. In the past many peasants in China celebrated their harvest and performed thanksgiving ceremonies during the Moon Festival. This festival is traditionally one of the major festivals.

The most important activities in the Moon Festival are making moon cakes and the parade of the lanterns. People buy moon cakes and send them to their relatives.

During the evening of the Moon festival, family members gather together to have a delicious dinner. Many different kinds of fruits such as apples, oranges, pears, bananas, pomelos, and persimmons are beautifully displayed. Peanuts and boiled taro roots are placed together with moon cakes on a table in the patio, or in any other area of the home in which the moon may be seen. This symbolizes a reunion among family members.

Fill-in-the-Blanks

1. This festival is considered an occasion for _____ reunions.
2. Many _____ in China celebrated their harvest.
3. The most important activities in the Moon Festival are _____ and the parade of _____.
4. People buy _____ and send them to their _____.
5. Family members gather to have a delicious _____.
6. Many kinds of fruits such as _____, _____, _____, _____, _____, _____, and _____ are displayed.
7. _____ and boiled _____ are put in rooms were the moon may be seen.
8. This symbolizes a _____ among _____ members.

Answer the Questions

Answer the following questions in complete sentences.

1. What are the two most important activities in the Moon Festival?
2. Who celebrates the Autumn Moon Festival?
3. Why is the festival held in autumn?
4. What do people do with the moon cakes?
5. Would you like to go to an Autumn Moon Festival? Why?

THE AUTUMN MOON FESTIVAL

Q Z Z P O M E L O S S S P S G N
A K P T K G I G F N E E U N O I
E T A H T W I H R L A N O I T T
V S T N A S A E P N O M N O A S
E N I Q R I T P U I A U M R L E
N S O S O N A T T P E Y P A Q V
I R P I A C S I E R E R V N K R
N E A L S B D R S R W I T G U A
G B R U O A S E V I T A L E R H
S M A L R I C M T S A P D S P R
R E D T M G O C E B A N A N A S
A M E M N O C F O R O J A M S T
E U O I N I H E Z I I A Y V T I
P N R G N I V I G S K N A H T U
S U M D U Q P R E H T E G O T R
D V C T D F Q Z R G I K Q Q B F

THERE ARE 29 WORDS HERE - CAN YOU FIND THEM?

HERE ARE THE WORDS TO LOOK FOR:

AMONG
APPLES
BANANAS
DURING
EVENING
FESTIVAL
FRUITS
HARVEST
LANTERNS
MAJOR
MEMBERS
MOON
OCCASION
ORANGES
PARADE
PAST
PAST
PATIO
PEANUTS
PEARS
PEASANTS
PERSIMMONS
POMELOS
RELATIVES
REUNION
TARO
THANKSGIVING
TOGETHER
TRADITION

APPENDIX XI

LESSON PLANS IN THE CONTENT AREAS

LESSON PLANS IN THE CONTENT AREAS

SAMPLE LESSON 1: SCIENCE

Science classes provide many opportunities for ESL students to develop communication skills. In this content area class there is an opportunity to participate in "hands-on" activities using an abundance of realia, filmstrips, charts, diagrams, and pictures; and an opportunity to work with other students.

The Alberta Education curriculum guides for elementary and junior high school contain many suggestions for fostering the language development of students using meaningful and concrete science materials. The science process skills support the development of all of the language arts skills.

In a science class, beginning ESL students can participate in processes such as:

1. OBSERVING,
2. MEASURING,
3. CLASSIFYING,
4. COMMUNICATING,
5. DESCRIBING,
6. INFERRING,
7. PREDICTING.

As the students progress in language proficiency and develop more advanced science concepts, they will be able to participate in the more demanding process skills such as controlling variables, interpreting data, defining operationally, formulating hypotheses, and experimenting at abstract levels.

SAMPLE LESSON 2: SOCIAL STUDIES

The following social studies unit can be used with ESL students.

Topic:

- Uses and characteristics of different modes of transportation.

Phase One:

- The subject may be approached through a discussion of the trip from students' native countries by boat, plane and bus to their new homes. Each student shows on the globe where he has travelled and by which mode of transportation. A language experience story is dictated by the students and recorded by the teacher, or each student writes his own story.

Presentation of Advance Organizer:

1. The teacher says, "We are going to learn about some other ways to travel. We call this transportation. At the end of the session we will understand what different ways of travel there are, how they are different and how they help us. First let us look at the boat, the airplane and the bus." (Construct the following grid with the students. This may include pictures, where applicable, to enhance concept development.)

Means Of Transportation	How It Helps Us	Where It Travels	How Many People It Carries
Boat	Travel	Water	Many
Plane	Travel	Air	Many
Bus	Travel	Land	Many

2. The teacher discusses with the students how each mode of travel is similar to and different from the others.
3. An excursion is taken to a busy street where various vehicles can be observed. Any new vehicles observed are added to the grid and discussed.
4. The teacher displays illustrations of modes of transportation. This may be followed by a film on the topic.

Phase Two:

- Students are asked to discuss new modes of transportation. These new vehicles are added to the grid and compared with the former vehicles.

Phase Three:

- Using the grid as a basis for discussion, the teacher encourages and leads the students to verbalize the names, uses, etc., of the new vehicles. For example, "A tractor is used to plow land. A tractor carries one person." Model vehicles could be grouped according to: use, where they travel, number of wheels, speed, etc. Pictures can be categorized in a similar fashion. Finally, students are led to a statement of the unifying aspects of the concepts: "All are modes of transportation with varied uses."

  Some possible sentence patterns arising from the lessons:

  A _____ travels on _____.

  A _____ carries _____ people.

  A _____ helps us to _____.

  A _____ travels faster than _____.

A _____ travels slower than _____.

A _____ carries more people than a _____.

A _____ carries fewer people than a _____.

A _____ travels on _____ but a

_____ travels on _____.

Extension 1: Transportation*

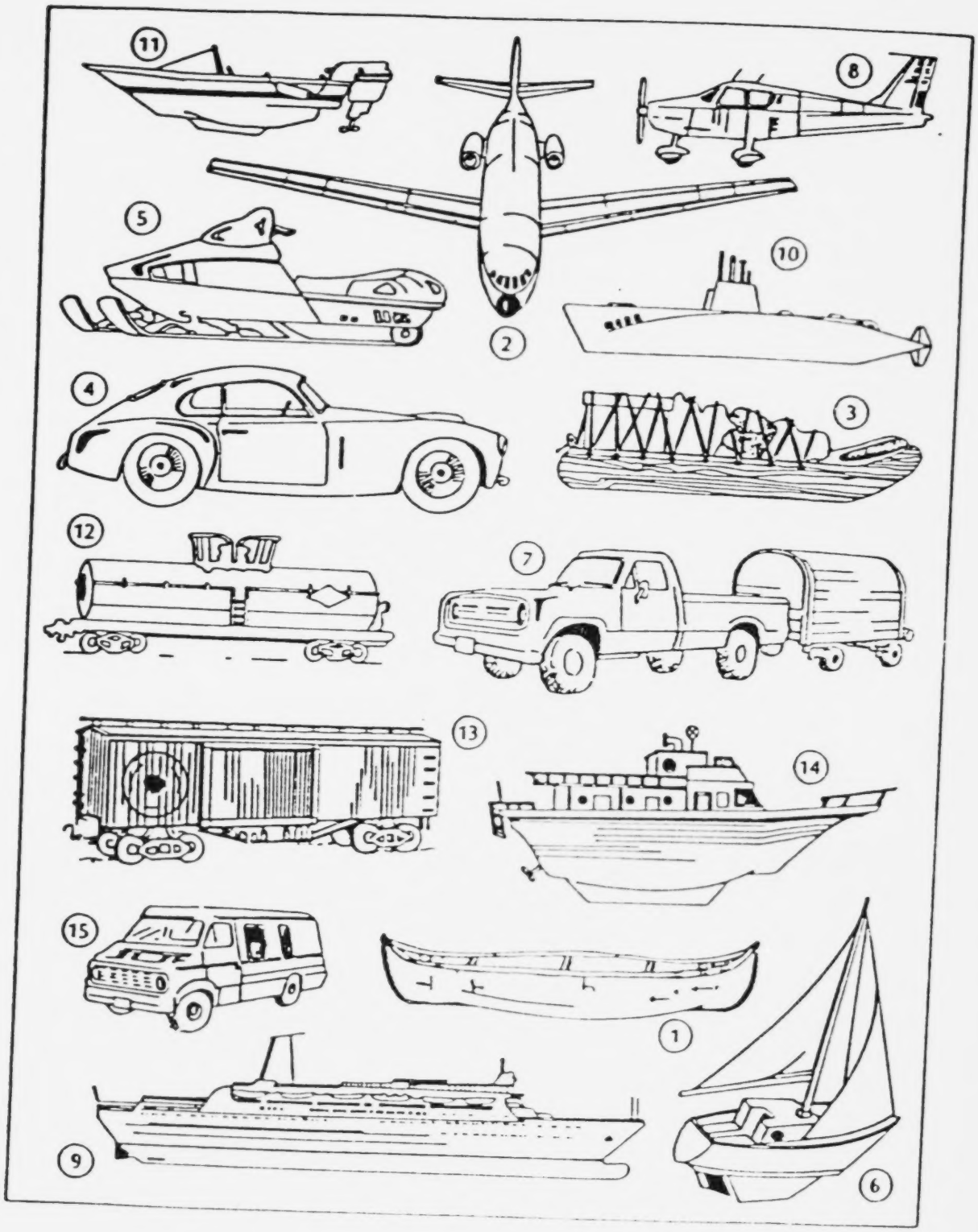
Classifying - Making Charts

Directions to the student:

1. Look at the pictures on the following page.
2. Look at the chart below, where all the types of transportation shown in the pictures are listed in the column headed "Carrier." They are not listed in the same order as the numbered pictures.
3. Make a copy of the chart.
4. Beside each item under "Carrier," put the number of the picture of that item.
5. Fill in all the columns on the chart. If you don't know an answer, ask a classmate or your teacher. The first answer is given to you as a guide.

Picture No.	Carrier	Powered by	Where used	Why used
3	dogsled	dog team	remote snow lands	to carry goods in wilderness
	skidoo jet small plane submarine canoe power boat sailboat yacht ocean liner van truck/camper car boxcar tanker			

*Frank McTeague and Payne Ryder, Language for Living, Threshold Level 1 (Agincourt, Ont.: Gage Publishing, 1981), p. 39.



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Extension 2: Classes of Driver's Licenses

Outlining Information – Making a Chart

A driver's license does not automatically permit you to drive all vehicles. Operators of different vehicles require different kinds, or classes, of permits.

1. **Read carefully in the Alberta Driver's Manual the sections which describe the kind of vehicle a license holder in Alberta is permitted or not permitted to drive, and give the minimum age for applying for each class of license.**
2. **Make a chart like the one following. On the chart, outline in point form the information given for each class of license. The information for Class G is outlined for you as a guide.**

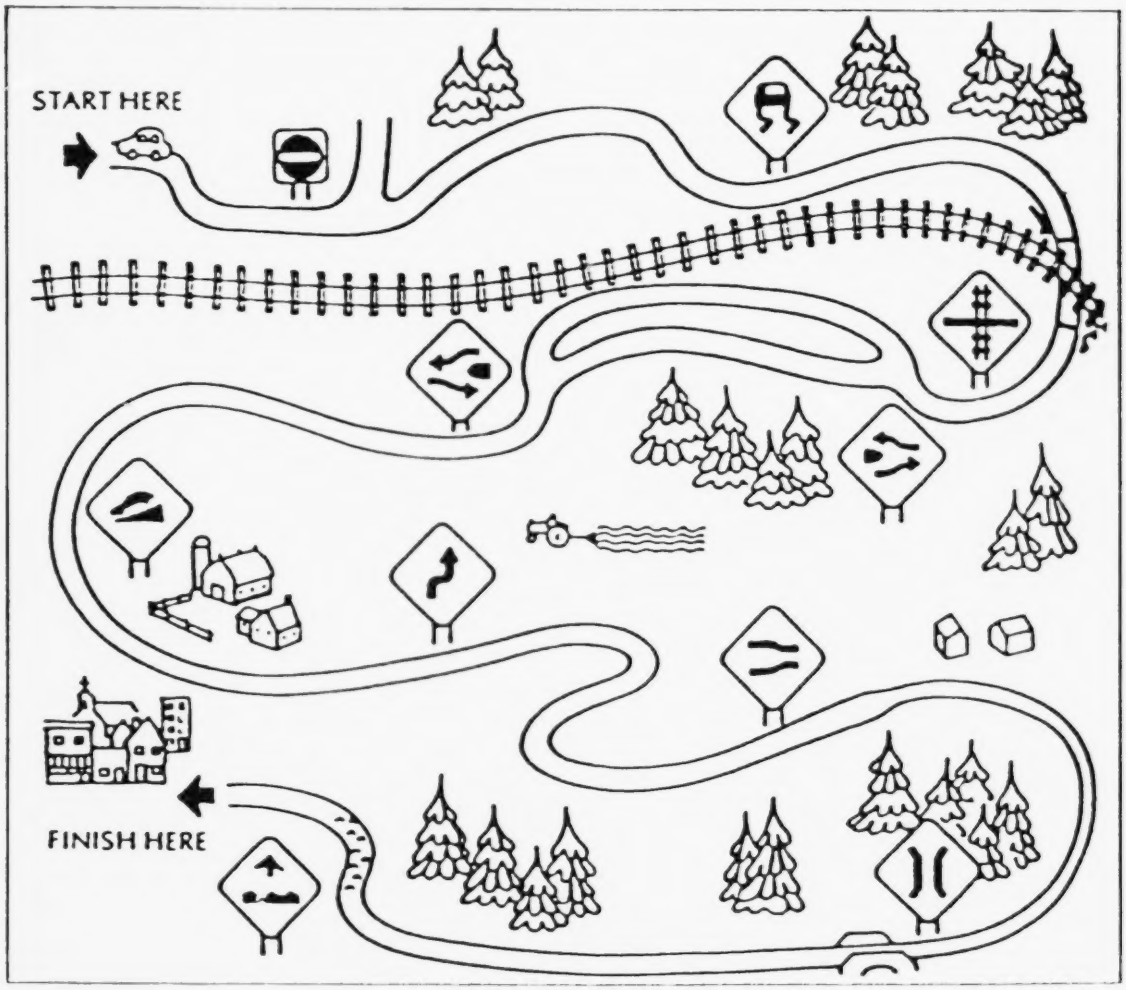
Class of License	Vehicles Permitted	Vehicles Not Permitted, or Other Restrictions	Minimum Age
Class G	• any vehicle not exceeding 8200 kg • any vehicle not exceeding 8200 kg and towed vehicle not exceeding 4600 kg	• motorcycle • bus carrying passengers • ambulance	16
Class F			

Extension 3: Road Signs

Identifying – Explaining in Sentences

In order to get a driver's license, you must show that you are familiar with the information contained in your provincial *Driver's Handbook*. This means being able to read road signs such as those shown below.

1. **Look carefully at the route below and at the road signs along it.**
2. **Write down the number and name of each sign, and explain in a sentence what each one means.**



Extension 4: Geographical Terms

Objective:

- **Since students will know many geographical terms and concepts in their native languages, the purpose of this introduction is to give English labels to these terms and concepts.**

Materials:

- **atlas, globe**

Introduction:

- **Discuss with the students their journey from their native countries to Canada. Students can trace their journeys using the globe. English labels and names can be introduced by asking questions similar to the following:**

  Where is your country on the globe?

  Did you go to another country before you came to Canada?

  In which direction did you travel?

  Did you cross the equator?

  Is your country in the southern or northern hemisphere?

  On which continent is your country?

  Is your country an island?

  During the discussion, the terms and names mentioned may be written on the chalkboard or illustrated with simple diagrams.

Follow-up Possibilities:

- **Label a map of the world with some of the terms and names discussed. Students can trace their journeys on their maps.**
- **Students may write or dictate a language experience story about their journeys.**
- **Practice using comparisons both orally and in writing simple sentences.**
- **Who had the longest journey?**
- **Whose country is closest to the equator?**
- **Name the continents from the largest to the smallest.**

Subsequent Lessons:

- **Because of the time change that many ESL students experience in coming to Canada a discussion of time zones can lead naturally to the terms *longitude* and *eastern and western hemispheres.* At the same time lines of latitude can be found on a globe and maps.**

Follow-up:

- Cloze activities similar to the following may be completed.

  A line of longitude that passes through my county is _____.

  Four lines of longitude that pass through Canada are _____, _____, _____, and _____.

  Most of my country is between _____ latitude and _____ latitude.

  Most of Canada is between _____ latitude and _____ latitude.

Resources:

- Many social studies resource materials for junior high schools are too difficult for ESL students; however, some elementary resources can be adapted. (The Gage School Atlas* is recommended by many teachers.)

Extension 5: Maps

1. Advance Organizer

   Bring various maps into the classroom (city, province, country, world) and discuss their various functions, trying to elicit a definition of *map* (e.g., "Maps are plans of the earth's surface or any part of the earth's surface."**)

2. Strategies

   Draw a plan of the classroom (teacher/student project). This is an excellent opportunity to explain symbols, legend (key) and scale. (Meter sticks can be used to demonstrate scale.) At this time directions can be reviewed by questions such as:

   Is the board on the north wall or the south wall?

   Prepositions can also be reviewed, for example:

   Where is Hai's desk?

   Is Xuyen's desk in front of Tom's desk or behind it?

3. Students work in pairs to draw their version of the classroom. As they experience difficulty drawing desks, boards, etc., they will soon come up with their own symbols and realize the necessity for a legend (key). This would have been explained in the first version (teacher/student project) as well.

4. Students examine various maps to practice reading legends, interpreting symbols and using line scales. A logical sequence would be the study of lines of latitude, longitude and time zones.

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*G. Cluett, N. Scrimger and J.K. Smith, eds., Gage School Atlas of Canada: A Skills-Building Atlas (Toronto: Gage Publishing Limited, 1979).

**Ibid.

SAMPLE LESSON 3: WRITING AN OUTLINE

Objectives:

- ESL students will be able to state the central theme of a factual passage and state the main idea and important details of each of its paragraphs.
- ESL students will be better able to understand concepts contained in subject area materials.

Preparation:

- The lesson presupposes that the students have had extensive experience in:
  - categorization of realia, pictures and words according to specified classifications, i.e., food, feelings, clothing;
  - recognizing and stating categories for realia, pictures and words unassisted;
  - choosing titles for short factual passages, first from examples given, then unassisted; and,
  - choosing titles for passages containing more than one paragraph; assisted by choices, then unassisted.

Materials:

- typewritten copy of the beaver description below either on an overhead projector or a copy for each student
- pictures of a beaver and its habitat

Method:

- Display pictures of the beaver or a real beaver skin and discuss these with the students.
- Read whole passage orally *with* the students:

> *"The beaver is a plump little animal. It has very small front feet but the hind feet are large and webbed. The beaver's neck is thick and he has very small eyes. Beavers also have flat, broad tails about ten inches long. The fur is reddish brown in color.*
>
> *The home of the beaver may be on land or in water. The wall of the home is composed of sticks, grass, and mud. The busy beavers weave the sticks and grass together. They cover the house with mud so that it will not fall apart. Grass and the bark of the trees are used to cover the floor. The door of the house is usually under water. This prevents other animals from entering the home.*
>
> *The beaver eats many things but it is especially fond of the bark of willow and birch trees. Berries and roots of plants are also used by the beaver for its meal. This animal also eats the twigs of some trees."**

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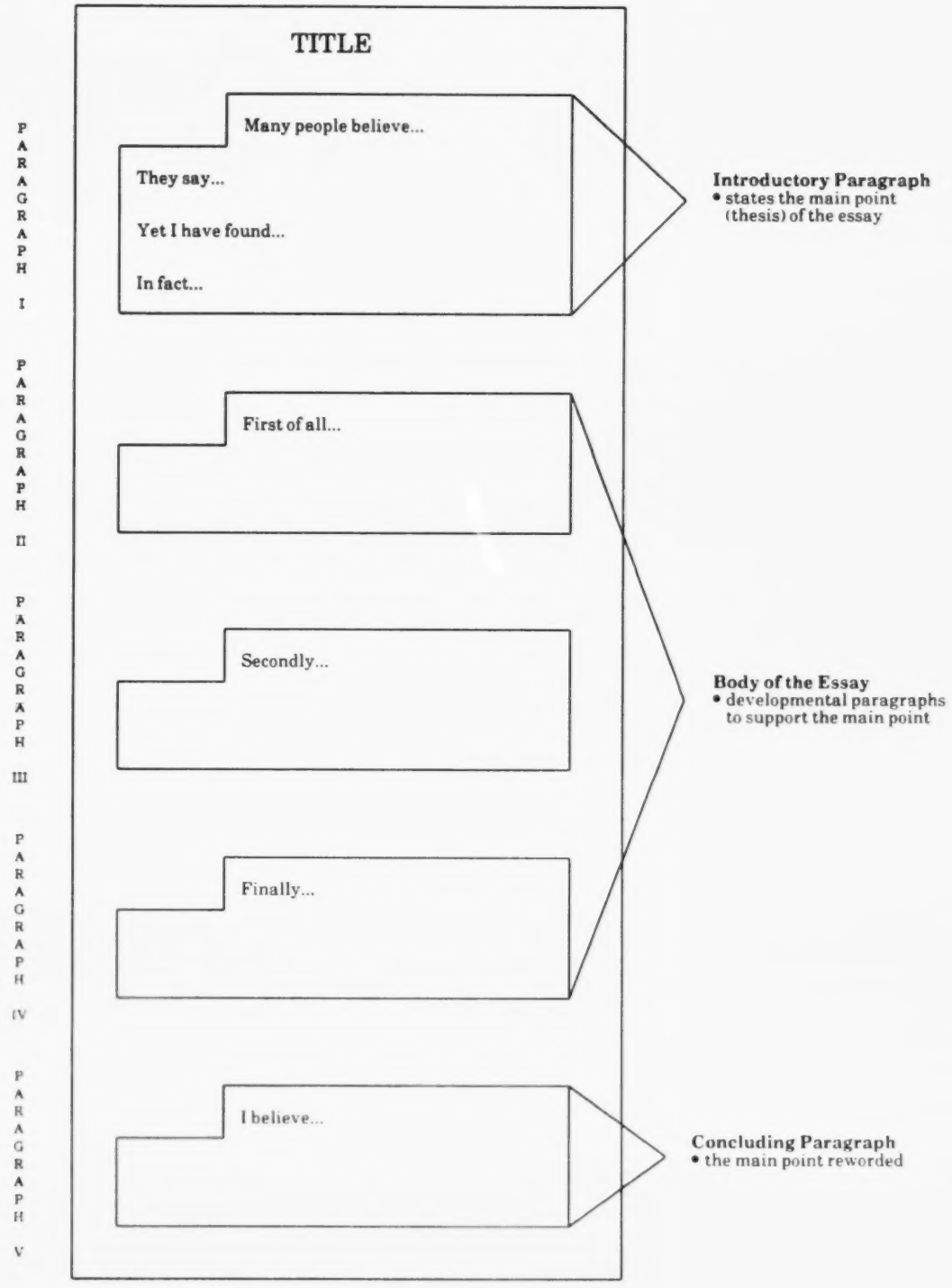
*Donald D. Durrell, Polly M. Furbush, and Elizabeth A. Ross, Thirty Lessons in Outlining (North Billerica, Mass.: Curriculum Associates, 1971), p. 26.

- Elicit the title of the whole passage from the students. Have them write it at the top of a page, e.g., The Beaver; Beavers. Teacher will write in on the blackboard.
- Read the topic sentence of the first paragraph. Ask students to predict what the paragraph will be about (i.e., what the beaver looks like). Record this on the blackboard and help students record this on their papers.
- Ask students to read the paragraph to see if their prediction is right.
- Ask, "What does the beaver look like?" As they respond, write details under the question. For example: large webbed feet, thick neck, small eyes, flat broad tail.
- Read the topic sentence for the second paragraph. Ask students to guess and confirm content again. Read for details and list them.
- Treat paragraph three in the same manner.
- Elicit or provide the word for their accomplishment: an outline.

Follow-up:

- It will be necessary to do several such passages with the students before expecting them to do one on their own. When they become proficient with easily outlined materials, use materials from social studies, science, and other subject areas in the same manner. (It will again be necessary to proceed step by step *with* the students initially as these materials will not be as easy to outline.)

USING AN OUTLINE TO FORM THE BASIC ESSAY



SAMPLE LESSON 4: LANGUAGE ARTS

Activity:

- developing story grammars

Objective:

- Students will be able to demonstrate comprehension of stories through circle stories, story frames and story grammars. (Note: This strategy is suitable for all levels and ages of students.)

Materials:

- Stone Soup by Marcia Brown,* filmstrip with tape, duplicated circle marked into nine segments for each student, transparency of sentence frame, story grammar, felt pen, overhead projector

Method 1:

- *Circle Story***

1. Introduce the story.
   - Use the title to predict what the story might be about. Real objects (stones and soup) or pictures may be needed with beginners to develop the concept.
   - Questioning on how stone soup might taste and how it might be prepared will introduce the students to the story.
   - Show the filmstrip with the tape.
   - Show the filmstrip without the tape and have the students tell how to make stone soup. Have real ingredients available for students to identify.
   - Label and categorize ingredients.
   - Students will tell the events using the ingredients.
   - View the filmstrip and listen to the tape.
2. Create the Circle Story
   - Question the students to determine who was hungry and have them draw pictures of three soldiers under the arrow.
   - Direct the students to explain how stone soup was made by illustrating in each segment what ingredient was added. Two or three may have to be done as a group so students understand what is expected. Some students may choose to label their illustrations.

---

*Marcia Brown, Stone Soup (New York: Scribner, 1961).

**Note: Circle story can be used with beginning students. It is most effective with a story where the main character(s) starts at one location, undertakes a series of activities or adventures, and returns to the same location.

- Using the circle story students can tell the story to the teacher, volunteer, buddy, etc. Taping and transcribing the story and placing it in the students' story folder makes it a part of their developmental language program.

Method 2:

- *Story Frames**

1. Introduce the story (see Method 1).
2. Place a transparency of the story frame on the overhead projector.
3. The teacher reads the group of key words that is part of the first sentence. Students discuss the possible responses. All responses that make sense are accepted.

*STORY FRAME FOR STONE SOUP***

In this story the problem starts when _____.

After that _____.

Next, _____.

Then, _____. *The problem is finally solved when*

_____.

The story ends _____

_____.

4. The teacher continues with the next sentences and students think back to the previous lines to ensure that the story frame makes sense.
5. The students fill in their version of the story on the story frame suggested.
6. Include this in the student's story folder. The story can be taped as well to reinforce vocabulary and the sense of the story.

---

*Note: Story frames provide a structure for intermediate and advanced students to organize the information in stories in order to identify important ideas, analyze characters and their problems, make comparisons and summarize the story.

**Gerald L. Fowler, "Developing Comprehension Skills in Primary Students Through the Use of Story Frames," The Reading Teacher 36, no. 2 (November 1982): 176-79.

Following are further examples of story frames.*

STORY SUMMARY WITH ONE CHARACTER INCLUDED

Our story is about _____

_____.

_____ *is an important character in our story.*

_____

_____ *tried to* _____.

The story ends when _____

_____.

CHARACTER ANALYSIS

_____ *is an important character in our story.* _____ *is*

important because _____.

Once he/she _____.

Another time, _____.

I think that _____

(character's name)

is _____

(character trait)

because _____.

*Ibid.

STORY FRAME AS A FOLLOW-THROUGH ACTIVITY

In this story the problem starts when _____

_____. *After that,* _____.

Next, _____.

Then, _____

_____. *The problem is finally solved when* _____

_____.

The story ends _____.

CHARACTER COMPARISON

_____ *and* _____

are two characters in our story. _____
(character's name)

is _____
(trait)

while _____
(other character)

is _____.
(trait)

For instance, _____ *tries to* _____

and _____ *tries to* _____.

_____ *learns a lesson* _____

when _____.

SETTING

This story takes place _____

_____.

I know this because the author uses the words " _____

_____

_____."

Other clues that show when the story takes place are _____

_____.

APPENDIX XII

COMPUTERS

COMPUTER LESSON

Approach:

- language experience

Level:

- intermediate ESL students with some familiarity with LOGO

Aim:

- to explore geometry through the use of turtle graphics and to talk and write about the process

Student Objectives

- to discover how to make a five-point star, and be able to talk and write about what they did

Prerequisite Skills:

- Students should be able to move the turtle around the screen with ease.
- They should already have created less complex shapes such as square, triangle, rectangle, etc.

Method:

- The teacher introduces the activity in the following sequence:
  - Before the lesson, attempt to draw a five-point turtle star so they are familiar with potential problems.
  - Verbally review previous turtle movements and present the current problem visually as well as orally.
  - Request that the students keep a written record of all their attempts, successful and unsuccessful, so that they can discuss them later.
  - Ask the students to think about the problem in pairs or small groups, and to write a LOGO routine that they think will solve the problem. Once the routine has been written, shown and explained, the students take the routine to test, refine, and/or rewrite on the computer.
  - If students are having difficulty with the problem, suggest that students try drawing a star on the floor on paper or with chalk. Then, the students can walk around the star to physically make the required turns so they can actually *feel* how large they are. It also helps to ask students to think about how many times they have to turn around before they get back to the beginning of the turn.

1. Here are two possible LOGO routines:

```
TO STAR                 TO NIGHT SKY
FD 40 RT 144            STAR PU FD 50 PD
FD 40 RT 144            STAR PU FD 50 PD
FD 40 RT 144            STAR PU FD 50 PD
FD 40 RT 144            STAR
FD 40                   END
END
```

2. When most of the students have succeeded in making the star, call the students into a large group. Ask them to dictate sentences that describe each step of the process. The teacher writes the sentences on the blackboard, and the students copy the sentences in their notebooks. For example:

STAR

This is how to make a five point star:

1. Clear the screen
2. Move forward 40 steps and turn 144 degrees
3. Repeat this step four times
4. Move forward 40 steps
5. End

NIGHT SKY

I put four stars on the screen. When I was finished it looked like a night sky. First I cleared the screen. Then, I made a star in the middle. I picked up the pen and moved to a new place. You have to remember to put the pen down again. If you forget, you won't be able to see the next star. I made four stars in the sky.

3. These compositions can be used as the basis for vocabulary, spelling, cloze, dictation, storyboard, and other activities.

Evaluation of Objectives:

- Evaluation should be based on how well students are able to make the star shape.
- Students should also be able to tell the teacher what they have done.

COMPUTER EDUCATION REFERENCES

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APPENDIX XIII

TEACHING TECHNIQUES FOR PARAPROFESSIONALS

TEACHING TECHNIQUES FOR PARAPROFESSIONALS

Paraprofessionals and volunteers can be very helpful in a variety of areas.

FIELD TRIPS

Teachers can plan goals and activities for a field trip, and the paraprofessional can accompany the teacher and students on the trip to handle the many details and demands that come up on such occasions.

- Within the school during the orientation stage.
- Within the immediate community.

(See "Appendix III: Field Trips.")

ORAL READING

- Read aloud to students.
- Read chorally with beginning students.
- Listen to students reading.
- Record student stories on tape.

WRITING

- Write stories dictated by students.
- Label picture stories made by students.

INDIVIDUAL/SMALL GROUP WORK

- Assist students with assignments.
- Review work already covered by the teacher.
- Give dictation, spelling tests, etc., under the supervision of the teacher.

AUDIOVISUAL EQUIPMENT

- Supervise the use of the language master, tape recorder, microcomputer.
- Help students to record oral stories.

CRAFTS

- Teach a craft.
- Help students record steps in completing a project.
- Help an ESL student teach a craft.

VOCABULARY DEVELOPMENT

- Play a flash card game in a small group. Students call out the name, colour, function or location of the object. The first person to respond gets a card. When returning the cards, students can be asked to tell something about each card.
- Keep a checklist for each ESL student, indicating words the student has learned, and prepare language master cards containing basic content area

vocabulary, e.g., for science, industrial arts. In most cases, the target vocabulary should be used in context on the cards.

- Specify categories. Students are dealt several cards and asked to place each card in the correct category (under the correct heading). Students are asked to name the object and the category.

GAMES

- **Bingo** - construct an adaptation of the game to teach vocabulary (numbers, colours, shapes, objects). (Any such games should be laminated to ensure durability.)
- **Concentration** - make vocabulary cards in duplicate and play the traditional concentration game. This can be elaborated to the point where a student is expected to use a sentence about each picture rather than use its name.
- Use commercially made games such as "Sorry" and "Monopoly" to assist students in their language development.
- **Twenty Questions** - ask students to think of an object or of a person, occupation, etc. The other students will, in turn, try to identify the word by asking questions to be answered by "Yes" or "No." Students may not ask more than 20 questions.
- **Role-Playing Games** - make a card for each role (e.g., In a Restaurant).
  1. You are a customer and you are very unhappy with what you have been served.
  2. You are the waiter and you must calm the customer.
- **The Telephone** – make cue cards which tell the student to whom he must place a call and for what reason. Answer the student's call appropriately. (See "Appendix IX: Games.")

LANGUAGE EXPERIENCE STORIES

When paraprofessionals, or volunteers use language experience stories with ESL students, the steps are as follows:

1. Introduce yourself.
2. Talk to the student. Ask him about his interests, hobbies and past experiences. Make him feel at ease.
3. Tell him you wish to write down a story from his experience as he dictates it. (Give him time to think.)
4. Write the title.
5. Write the story. Use the student's sentence patterns. Use correct spelling.

6. As you write the story, read it aloud.
7. Read the story aloud together (echo reading). Point to the words as you read them. You may repeat this activity two or three times or until the student agrees to read the story by himself.
8. Have the student read the story. Supply the words he does not know.
9. Point to the difficult words and ask the student to pronounce them.
10. Have the student reread the story.
11. Prepare word banks. Have the student choose four or five words that were difficult for him and write them on cards.
12. Use these words for flash card drill.
13. Cut the story into sentences. Mix them up. Ask the student to put the sentences in order again.
14. Cut one sentence into words. Ask the student to reassemble the sentence. Continue with the other sentences as time permits.
15. There are many other ways to develop language and reading with the language experience approach. Here are a few ideas:
    - copy the story, or part of it, into a booklet;
    - illustrate the story;
    - use the sentences for cloze passages;
    - record the story on tape;
    - read the story to a classmate or a younger group of children;
    - read the story to the principal/secretary/caretaker - or anyone who will listen!
16. Keep a booklet of all the student's stories so that he may take home his own book at the end of the tutoring session.

Each session should take about half an hour.

APPENDIX XIV:

PEER TUTORING TECHNIQUES

PEER TUTORING TECHNIQUES

The following peer tutoring techniques can be used in the regular classroom to promote integration of ESL students.

- **Echo Reading.** Echo Reading is a technique designed to improve reading competence. This procedure involves the student being the tutor's echo.

  The student is seated slightly in front of the tutor so that the tutor's voice is close to the student's ear. Both read the same material aloud together. The tutor reads a little louder and slightly faster than the student, and phrases, sentences or paragraphs may be repeated several times until a fluent, normal reading pattern is established. **At no time is the student to be corrected.** Then the tutor and the student read together. The tutor moves his finger under the words as he reads. Particular attention should be paid to the end of the line where the finger should move very rapidly back to where the new line begins. At no time during the exercise does the tutor question or test the student. The major concern is reading fluency.

  Material must be at the student's instructional reading level (possibly his language experience stories). Attention should be paid to whether the material interests the student.

  Echo Reading sessions are most effective when they last for 5 to 7 minutes. The effectiveness of the technique can be assessed by the degree to which the student's voice becomes the dominant one over time (after 25 to 30 sessions). This technique usually requires that the tutor be a competent oral reader, or at least competent with the student's material.

- **Paired Reading.** Paired Reading is a strategy reminiscent of a parent's reading a story to a child. As the name suggests, one person reads to another to entertain and teach.

  This technique requires the pairing of two students at different levels of reading competence; for example, a 12-year-old might read to a 7-year-old, or a teacher aide or volunteer might read to an ESL student. Each person takes a turn reading to the other from materials at a suitable level of difficulty.

  Paired Reading is most effective when the two people sit side by side so that one can follow while the other reads. There must be no premature prompting by the more competent of the two. If the less competent reader encounters a word he is unable to read, he asks specifically that the more fluent reader pronounce the word for him. (Assistance should not be given before the reader

asks or at least until he has had some time to work it out.) Once the reader is able to pronounce the word, he continues with his reading until he again requires assistance. The less competent reader continues to read until it is time to change readers - a time halfway through the period assigned to his activity. A suggested time for the activity is 20 to 30 minutes.

This activity is an excellent method of providing an opportunity for increased oral reading in a group situation. While the teacher is engaged with one group, two other groups can be carrying on a paired reading activity. It is also a most effective way of providing for meaningful oral reading in a split-class situation, or where students are in mixed groups of varying reading abilities.

- **Radio Reading.** Radio Reading gets its name from the fact that the reader is like a radio announcer with a script whose main purpose is to convey a message to his listeners.

  Radio Reading should be practiced in a one-to-one group setting. Only the reader has the text. The listener does not have a book nor does he look at the reader's copy. The tutor assigns a passage to the reader and says, "You read and I shall listen." The ground rules are:

  1. The reader reads and the tutor listens. If the reader comes to a word he does not know, he puts his finger next to it and says, "What's that word?" The tutor pronounces it for him and the reader continues.
  2. After the reader has finished reading the passage the tutor restates the message in his own words. If there was anything he did not understand, he asks the reader to go back to the text and clear up the confusion. It is the reader's task to check as the tutor gives feedback and to mention anything he has omitted.
  3. Radio Reading does **not** allow either correcting or prompting while the reading is going on.

  In Radio Reading the reader is involved in both reading and listening activities. His attention to the content is focused by the listener's restatement and need for clarification. The listener will also develop strengths as a listener and learn to restate messages in his own words. This technique may also be useful in content areas such as science and social studies.